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THE LIBRARY JOURNAL

VOL. 53

DECEMBER 1, 1928

NO. 21

NEW LIBRARY BUILDINGS

THE JONES LIBRARY AT AMHERST

A MODERN BRANCH IN ST. LOUIS

A MODEL VILLAGE LIBRARY
AT CORTLAND

THE MONROEVILLE COUNTY BRANCH

OLIN MEMORIAL LIBRARY
AT WESLEYAN UNIVERSITY

MAINTAINING INTEREST IN LIBRARY SCHOOL WORK

Dena Babcock

AN EXPERIMENT IN LIBRARY
INSTRUCTION FOR FRESHMEN

Bessie L. Eldridge

PUBLISHED TWICE A MONTH (MONTHLY IN JULY AND AUGUST) BY

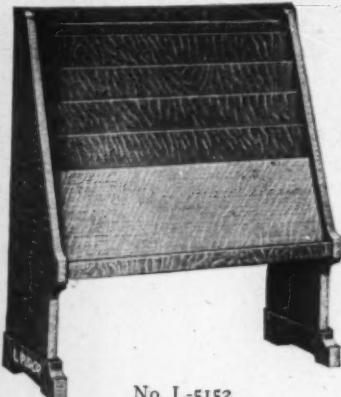
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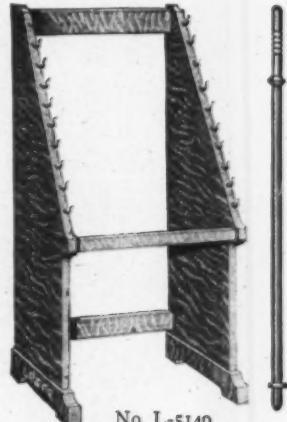
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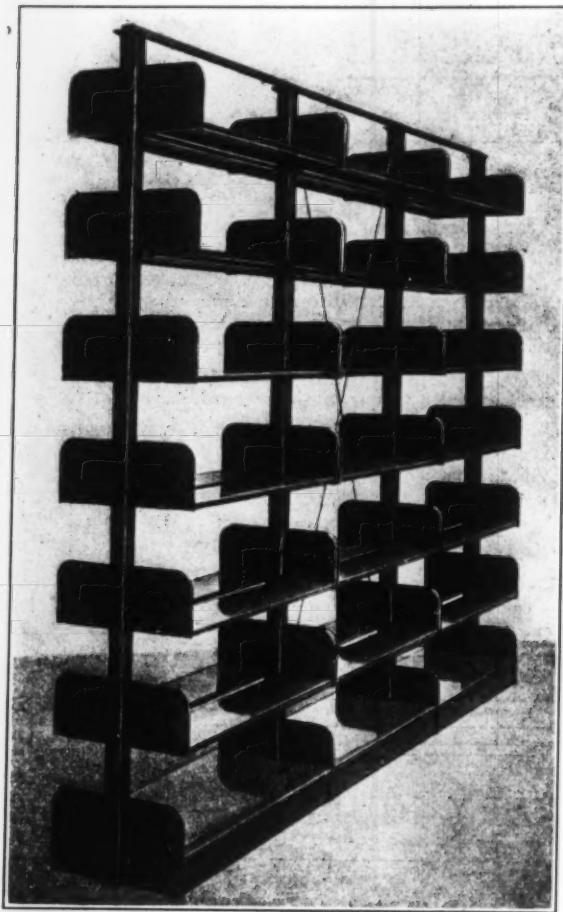
— THE LIBRARY JOURNAL —

VOLUME 53, No. 21

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THE LIBRARY JOURNAL

— DECEMBER 1, 1928 —

THE NEW JONES LIBRARY AT AMHERST

OPENED and dedicated on November first, with fine weather prevailing and hosts of librarians and friends attending the exercises, with stimulating addresses by Dr. John M. Tyler, president of the Board of Trustees, Charles F. D. Belden, director of the Boston Public Library, and Dr. C. C. Williamson, director of libraries at Columbia University, the new Jones Library at Amherst is now an established fact.

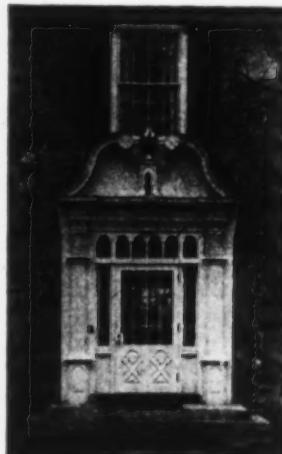
The new building is a three-story gambrel-roof house, facing south, with two-story extensions on the east and west. The main feature of the first floor is the large reading room to the left of the hallway and extending from the front to the rear of the building. This room is well lighted by windows on the north and south, has a fireplace, shelving for about two thousand volumes, and accommodations for thirty readers. An alcove adjoining the reading room contains three ranges of bookshelves holding about six thousand books. A nearby room provides accommodations for magazine and newspaper readers. There are four rooms constituting the administrative quarters to the right of the main entrance; one for the cataloging department one for the Boltwood Historic and Genealogical Collection, and two for the librarian and assistant. Two large rooms dominate the second floor; one for the exhibition of paintings and other art material in the William A. Burnett Memorial Art Collection, and the other the Samuel Minot Jones Memorial Room. Two smaller rooms on this floor are available as committee meeting rooms and for special collections. In the Amherst collection are kept the

works of men and women associated with the town, from Emily Dickinson, Helen Hunt Jackson, Eugene Field and Noah Webster to Ray Stannard Baker, Walter Dyer, Mme. Bianchi and Walter Stearns Davis. Amherst imprints and Amherst historical material are also housed here. The third floor has one large room available for evening study classes and other group meetings and five smaller study or book rooms.

The two-story extension on the west is devoted to boys and girls and their varying interests. The reading room on the ground floor has a large fireplace, several windows on the south and west, and an alcove extending along the north. Two rooms over this reading room will be available for story-telling hours, the exhibition of special collections, meetings of parents and teachers, and the shelving of books and magazines likely to be of special interest to groups of this sort. A good basement room under this extension provides space for school collections and book storage.

The extension on the east provides an attractive auditorium with a stage and all modern equipment, two dressing rooms, and seating accommodations for about two hundred and ninety persons. A small reception room or lobby and vestibule with coat-checking room adds to the usefulness of this part of the building. Just above this vestibule there is an attractive room available for special book collections, and extending over the fireplace in the rear of the auditorium is a balcony with a moving picture and projection machine booth still higher up.

The boiler room, coal pocket, janitor's room, and men's toilet



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VIEW SHOWING WEST EXTENSION—A THREE ROOM HOUSE FOR BOYS AND GIRLS WITH READING ROOM ON FIRST FLOOR AND EXHIBITION AND STORY TELLING ROOMS ON THE SECOND

are in the basement under the auditorium. Room is also provided here for the safe storage and exhibition of the old stage coach owned by the Amherst Historical Society. It will be possible

to provide storage for about thirty thousand volumes immediately under the main reading room, and it is estimated that in the library will be housed about eighty thousand volumes.



FRONT HALL SHOWING ENTRANCE TO LIBRARIAN'S OFFICE



VIEW SHOWING EAST EXTENSION WHICH CONTAINS FOYER, AUDITORIUM, AND STAGE

The principal construction material is Pelham field stone, steel, and concrete, with brick extensions in a few places. The stones were derived from three or four hundred yards of stone wall which were bought in Pelham and broken up into irregular shapes and sizes,

giving interest and variety as well as diversified color to the stonework. Amherst people brought stones to be worked into the building. Dr. Grenfell's home on Lake Champlain, Mount Washington, and Mount Pleasant all contributed, and for the walks about the grounds



VIEW OF THE CHILDREN'S READING ROOM

slabs were quarried from a hillside in Goshen. The large area in the rear of the building extending from Pleasant Street clear thru the grounds of the Amherst Historical Society will be planted and landscaped so as to make a very attractive part of the library property.

The building was designed by Allen H. Cox of the firm of Putnam and Cox of Boston, the designer of the Lord Jeffrey Inn and nine fraternity houses in Amherst. Started in July 1927, it was built by the Caspar Ranger Construction Company of Holyoke, with the laying of the cornerstone taking place on October 18, 1927. The three rooms devoted to the use of the boys and girls are finished in white pine; the main hall upstairs and down is finished in Philippine walnut, while the rest of the house is in Philippine mahogany. The architect and the librarian (Charles R. Green) have constantly had in mind the idea of making the building a friendly building—one which would invite people to come in and get what they could of truth and beauty from its books and pictures and generally attractive atmosphere, writes Mr. Green. "The book home for all the people" has been their ideal.

It is an ideal which would have met with the full approval of the founder. As the *Springfield Union and Republican* puts it, "When Samuel Minot Jones made provisions to bequeath almost three-quarters of a million dollars to Amherst for a library, he indicated that he wanted not a stiff, institutional affair sacrificing the pleasure and happiness of readers to cut-and-dried library methods. One look is enough to show how this spirit has been understood by the trustee, the architect and the librarian. The new building on Amity street . . . has no look of a prison where books are caged up and held incommunicado for life. Its rambling contour, varied materials (Pelham field stone, painted brick and wood, as well as slate roofs), charming masses, have the appearance of a large, perhaps even overgrown home, which has grown as the family it sheltered grew. Wings, alcoves, extensions, proceed from the central mass spontaneously, but the whole edifice has a sense of unity which shows how successfully the architect has expressed the feeling of the region." "Built to fit into its environment (the *Union and Republican* continues editorially), "the library is so furnished and ordered as to fulfil community traditions and afford a ready means of knowledge concerning the character and antecedents that give bent and strength to the community life. At the same time in a much more subtle, pervasive way the library, by its fittings and atmosphere, will be effectual in promoting the civilizing influences devotedly cherished by Amherst exponents of the past and present. . . . The opening

of this unusual library building is a notable step in promoting the destiny of Amherst as a representative New England town of the better class. It should be instrumental in developing a greater degree of harmony between town and gown, a problem that is ever present in a college town. And it is safe to predict that, so long as the library remains under present auspices, no interest will be permitted to take precedence to that of the general public welfare, to the promotion of which its librarian and trustees have so ably addressed their endeavors from the beginning of this development."

A NEW BOOK ON THE HIGH SCHOOL LIBRARY

OUT of her rich experience as librarian of the high school of the University of Chicago, Miss Hannah Logasa has written *The High School Library*,* which is different from other publications on the subject in that it treats the high school library as the unifying factor of the school organization, and emphasizes its important function in education. Heretofore the technical and experimental side of library work has been stressed. This book is designed to give an account of the functional side of school library service. As such, it will meet a ready response. Librarians in service have long felt the need of an advocate of their changing viewpoints as regards the place and function of the library in secondary school. Miss Logasa has given expression to their present but often unformulated convictions regarding the place the school library has made for itself, and the increasing value of its service in present educational methods.

The high school library now ranks with the high school administrative department, and these two are really the only two unifying agencies of the school. Both deal with all the members of the school body. Just how the library serves in co-operating with all departments of the school and at the same time as a centralizing agency, Miss Logasa proves definitely and satisfactorily. The chapter on organizing the library for education gives concrete directions and practical suggestions based on actual experience and seasoned judgment. She recognizes the limitations which still prevail in many high schools, but shows how these may be overcome by the ingenuity of the progressive librarian. Thruout the book, the relation of the library to the educational objectives of the school is clearly shown. Pupil guidance and adjustment, reading as a leisure occupation, devices for increasing voluntary

* Appleton. \$1.75.

(Concluded on p. 983)

A MODERN BRANCH LIBRARY IN ST. LOUIS

THE two great stimulants to library development in the United States have been popular favor and appreciation with the accompanying demand for expansion and improvement, and the Carnegie gifts. Left to ourselves, we librarians should doubtless have made progress and ultimately reached the present status—perhaps about the year 1950. Of the two stimulants, I rate the former as much the more important—the latter is really an individual instance of it. We do not realize how much of what has been done, we have begun hesitatingly and unwillingly, pushed along by insistent popular demand. It was certainly so with our

two most distinctive features—home use and open access. Their most bitter opponents have been librarians of standing. Fortunately for us, the *vox populi* was louder than the *voces bibliothecariorum*.



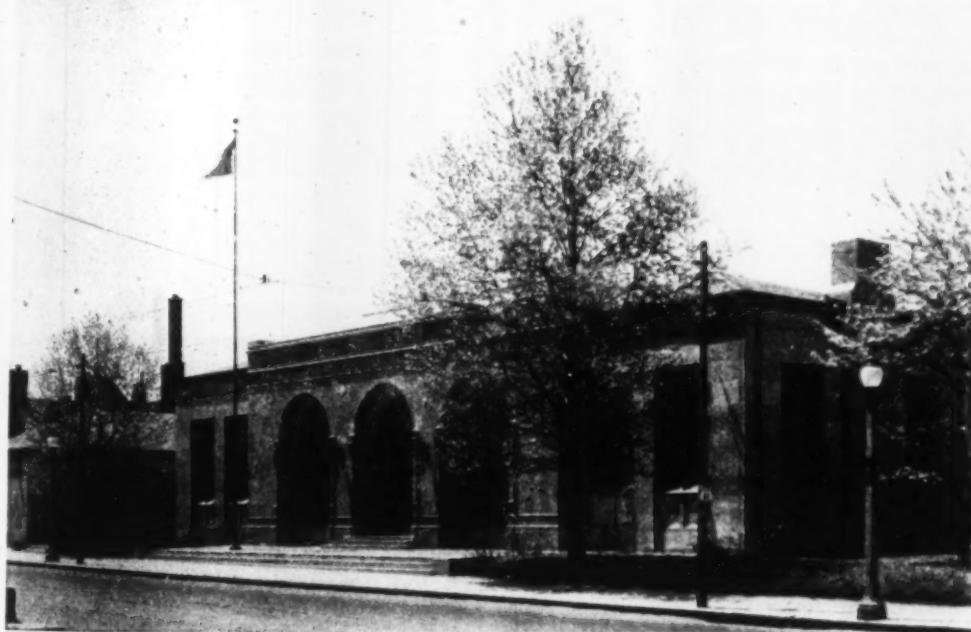
AUDITORIUM ENTRANCE

But the *vox populi* had little or nothing to do with establishing branch libraries in St. Louis. There was practically no popular demand for them. A good system of delivery stations was giving satisfaction. Here it was the Carnegie gift that acted as the stimulant. The new branches were regarded as experimental—at least until the first two or three had proved a success. Soon came popular appreciation with the consequent Oliver Twist cry for "more," and the other stimulant was in full action.

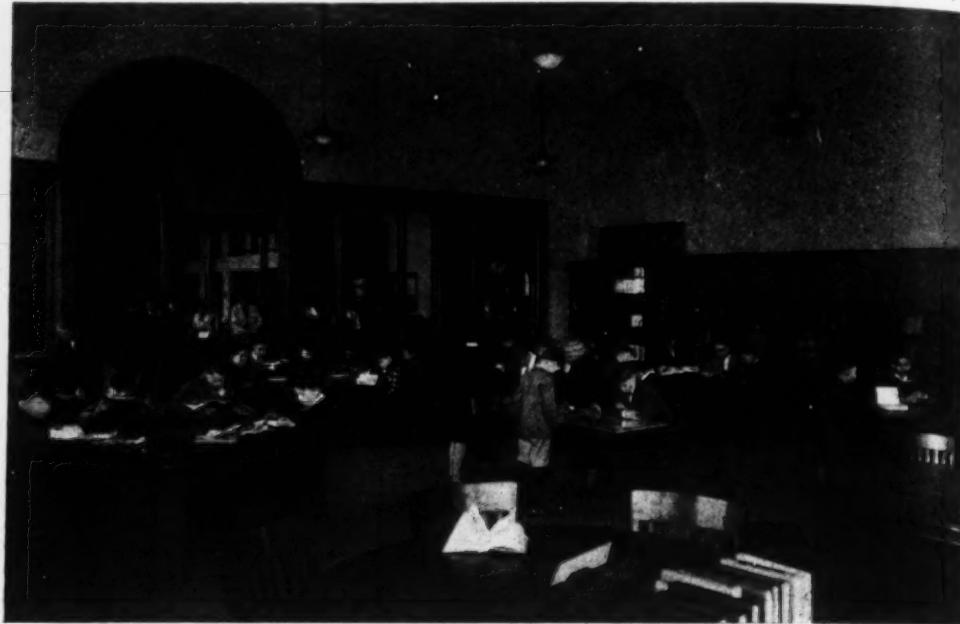
But before this began to function, the branches were too small, the book-stock too limited, the staff scanty.

It was supposed that branches could be operated with a staff of two assistants! In fact, I believe that most branch libraries have been too small. We are coming to a tardy realization of this fact.

It was with a determination to remedy some



GEORGE O. CARPENTER BRANCH OF THE ST. LOUIS PUBLIC LIBRARY
WILBUR T. TRUEBLOOD, ARCHITECT



THE CHILDREN'S ROOM, SEPARATED BY GLASS PARTITIONS FROM THE ISSUE ROOM

of the faults that had become evident to us in branch planning and operation that we set about preparing for our latest St. Louis branch, the George O. Carpenter Branch on Grand Boulevard and Utah Place. It has happened, largely by accident, that I have planned and opened more new branch libraries probably than any other librarian in the country. In doing this I have indulged in some experiments, many of which have merely served to show that some arrangement or appliance did not in fact serve the purpose that it was expected to do. No experiment, of course, is a "failure," properly speaking. These negative answers were of positive value; but I am impressed with the fact that experimentation involving costly building-construction is unduly expensive and should be avoided if possible. To this end, we decided to omit and to include features whose omission or inclusion was clearly indicated by the library experience of the past twenty years. And in order to exclude the topographical equation and avoid the adoption of something that had succeeded in a distant city merely for local reasons, we decided to use the experience only of our own branch libraries.

Branch librarians were accordingly asked to submit lists of features in their buildings that had proved objectionable and should be discarded, and of features, not included, which they would regard as improvements. The re-

sult was an assemblage of a hundred or more suggestions, of both these types. These were read at a meeting, without mentioning their sources, and were separately discussed and voted upon. Those having only one or two votes were dropped, as evidently the result of individual taste or idiosyncrasy. Those having unanimous approval were adopted at once. Others were discussed further and finally those receiving a majority vote were adopted. The final result, as tabulated and submitted to the architect, Mr. Wilbur T. Trueblood, was as follows:

Wall safe for valuables.

Kitchenette for public, accessible from assembly room. Stove, cupboard, table and sink.

As many rooms as possible for public meetings.

Minimum: Assembly room for 200; Club room for 40, and Club room for 20.

High baseboard on shelving to protect books when floors are washed—10 inches preferred.

Lift should not open into children's room.

Staff kitchen separate from Staff room with ice-box, cupboard, sink, table and chairs.

Work room (main floor) large enough to contain type-writer, work table, 2 desks (one for mender), checking off table, and at least, 24 shelves. It is desirable that the dummy should come up in this room.

Store room containing shelves deep enough for



READING ROOM AND (LEFT) OPEN SHELF ROOM

the largest magazines, cupboards for overstock books; locked, dust-proof and reached by dummy.

Cut-offs for water and electric lights accessible to staff. Electric fan outlets.

Stairway to basement supervised from desk.

Glass partitions on main floor.

Three spaces—adult, children, and charging desk, etc.

Separate entrance for children.

Slots in desk with issue drawer underneath.

Glass top on issue desk.

Separate lavatories for staff and public.

Avoid architectural features (moldings, flat top balustrades, etc.) which will encourage children to climb.

Entrance near street level.

Some windows low so that passers-by can see in, when lighted.

Filing cabinets, pusher-drawers and catalog cases built into charging desk.

"Over-size" shelf or shelves under windows.

Avoid sliding doors.

Locked glass-door bookcase for adults and for children.

Staff quarters if possible on main library floor.

It is interesting to note that the architect, who was most sympathetic with this manner of procedure, was able in all cases, to work with this program. The result is a building that has met with the approval of all who have seen it, of those who have administered it and

worked in it, and of the public who have used it, for now over a year—all this to a higher degree, I think, than I have known in connection with any other branch building.

The branch started out with a larger circulation than any other library in the system, and has since maintained this pre-eminence. While it is difficult to segregate particular causes, I believe that this result has been due in great part to our success in adapting the building to the conditions of its work and thus making its service smoother and more effective.

All service rendered directly to the public in the building is performed on one level, which is practically that of the street. There is no large front yard, and the building is so close to the sidewalk that a clear view of the interior is obtained by every passer-by thru the large, low windows, especially at night. In one part of the building—the assembly-room annex—the front wall is directly on the pavement and has a display window, with show arrangement, as in a store-front. The assembly-room annex takes the part of the building devoted to meetings and other community activities out of the basement, where it is usually located. Besides the assembly-room, it contains a club-room with kitchenette equipment, located in the rear of the speaker's platform and separated from it by wide folding doors, so that the whole rear space may be utilized as a stage for dramatic performances. A separate

hallway and outer entrance between the library and the annex gives access to these rooms.

The annex itself, tho one story high, is so built that at little cost the roof can be raised and another story built in, should the library require additional space. The expense of this annex was very nearly balanced by the saving in excavation made possible by locating this space above ground. The cellar extends under only half the building and is utilized wholly for heating and hoisting apparatus and storage of various kinds.

The library space proper is of the "three-room" type—central part for entrance, delivery desk and some bookshelves in the rear; space to right and left for children and adults respectively, with only wall-shelving. The separation, however, is by open grille work, which gives the advantage of a "one-room" arrangement without its disadvantage. The children's room has a separate outside entrance for use in emergencies. Both rooms have open fireplaces. At one side of the adult room the building is divided into two floors, the lower used as a small stock room and the upper as a work room and space for book-discharge. This upper level has open archways overlooking the adult room and permitting supervision of that room by assistants at work. This level communicates with the main floor, and also with the storage rooms in the basement, by an electric lift large enough to hold a loaded book-truck, thus avoiding the necessity of much loading and unloading.

The staff quarters communicate directly with the central delivery space, on the main floor, thru a short corridor, and include an office for the branch librarian, a staff rest room and lounge, a toilet room and a kitchenette with gas range and electric refrigerator. The convenience of having all these rooms on the main level is very great.

TO COLLEGE UNIVERSITY AND REFERENCE LIBRARIES

THE College and Reference Library Yearbook shortly to be published by the American Library Association will include a section de-



DISPLAY WINDOW

THE LIBRARY JOURNAL

voted to "a record of gifts, special collections, etc.", which can be made reasonably complete only with the co-operation of the college and reference libraries of the country. The librarians of these libraries, including university, college, junior college, A. & M. college, teachers' college, normal school, and reference libraries of a general character, are, therefore, requested to send as soon as possible a statement recording gifts of money, special collections, books, and anything else of note that have been received by their libraries since September, 1927, to K. D. Metcalf, New York Public Library, 476 Fifth Avenue, New York City.

The *Yearbook* will also include a section devoted to brief descriptions of various new departures in such fea-

tures of college and university library work as (1) alumni collections; (2) book talks; (3) browsing rooms; (4) building features; (5) co-operative buying; (6) instruction in the use of the library; (7) rare book rooms; (8) readers' advisers; (9) reading courses; (10) student book exhibits, etc. Librarians enumerated in the preceding paragraph are requested to send their accounts of these developments to Miss Isabelle Clark, Grinnell College Library, Grinnell, Iowa.

EIGHTEEN one-day institutes and six extended institutes were held from April to June of this year in New York State. The longer institute took place at Syracuse, where a plea was made for the county library system; Buffalo, with an attendance of one hundred who heard talks on children's books; Rochester, with an entertaining series of talks on "Interesting Things We Are Doing," participated in by school librarians, trustees, and others; Middletown, where inspirational talks were emphasized; Oneonta and Canton. The aims of the institutes, as the editor of *New York Libraries*, enumerates them, are to emphasize book knowledge by discussion of new and important books; literary values and appeals by attempting to recognize the qualities that distinguish a great book; library service, by examination of actual conditions and unreachd areas in various local districts.

A MODEL VILLAGE LIBRARY BUILDING

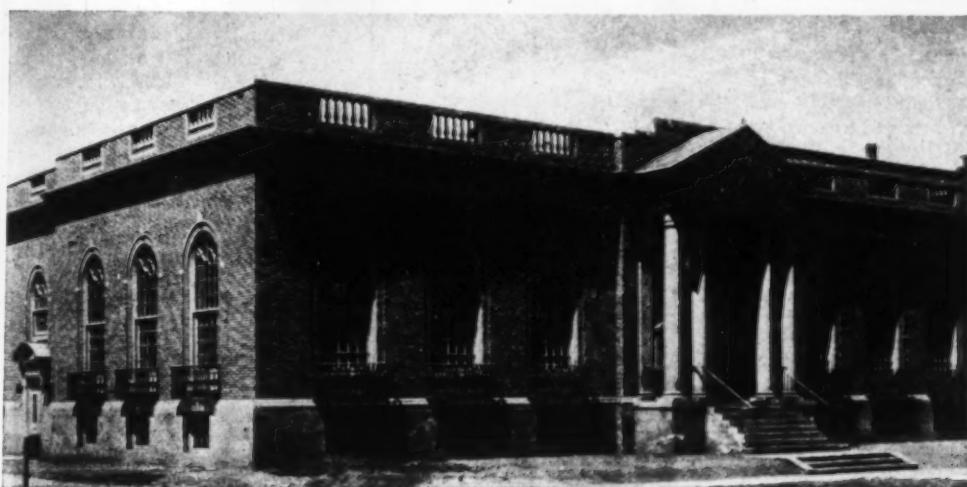
CORTLAND, N. Y., has built a model library which is described in the current number of *New York Libraries* because of its pre-eminent usefulness in illustrating a manifestation of public spirit as well as for its architectural design. Residents of Cortland are justly proud of their possession of one of the finest library buildings in the State. As the result of a campaign last fall, the building represents a contribution from nearly every family of the city and large gifts from eminent citizens and former residents.

The new building is of modified Georgian, or Colonial architecture. Built of tapestry brick and trimmed with Indiana limestone, the structure is attractive in appearance. Mounting the stone steps on the Church street side of the building, one enters thru a spacious vestibule into the main reading room. The delivery desk is located at the rear center of the reading room, which is divided into two parts.

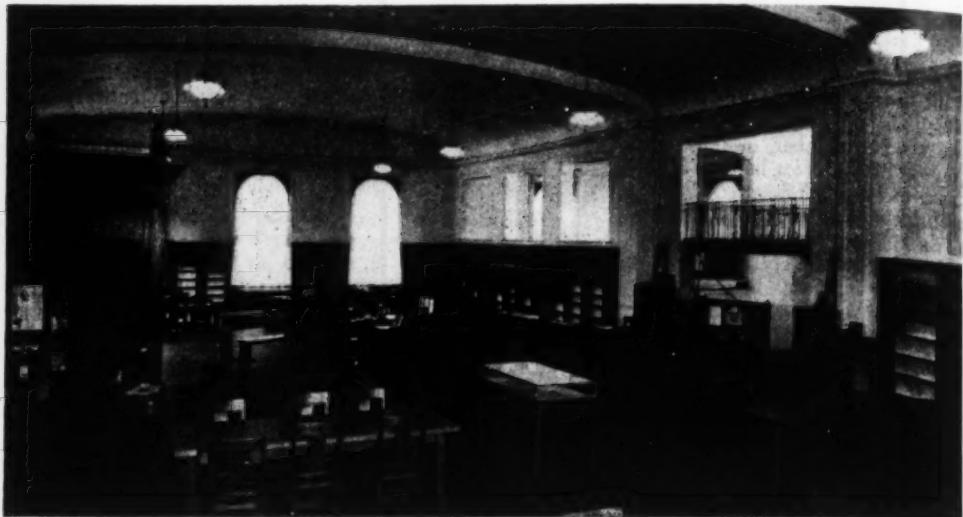


The south wing is devoted entirely to a children's department, with the north wing for adults. The total size of the two reading rooms is 102 by 46 feet. Reading tables occupy the floor space, while about the walls and between the windows are bookcases capable of holding 9000 volumes. High windows, extending almost to the ceiling, are attractively curtained and provide ample daytime light, while ten semi-indirect light fixtures of solid cast bronze, with glass bowls etched in brown, provide evening light. Beneath the windows, carefully concealed under window seats, are radiators which provide vapor heat from a modern heating plant in the basement.

All woodwork is of quartered oak, while upon that of the vestibule is traced an attractive design. An electrically operated clock is placed over the doorway. The ceiling of the main room describes a true ellipse. A plaster cornice extends about the room, plaster trim



TAPESTRY BRICK WITH INDIANA LIMESTONE TRIM IS CHOSEN TO CARRY OUT
THE GEORGIAN EXTERIOR



THE CHILDREN'S ROOM

around the windows. Brown is the predominating color of the trim, with a floor of green battleship linoleum.

A spacious reference room opens from the northwest corner of the adult reading room. There is a stack room, built so that two additional tiers may be added to bring the book capacity of the building to 50,000 volumes. The first tier, under a heavy glass ceiling to afford more light, has a capacity of 6000 volumes. In the southwest corner of the building is one of the most attractive rooms, reached by a flight of Tennessee marble steps with bronze rail. This room, which overlooks the children's reading room, was planned to accommodate the exhibits of the science club. The design used in this space is copied from that of the Masonic temple which was the earliest of the large residences of Cortland.

To the rear of the stack room is a work room and a librarian's

office, while in the basement is a large assembly room 60 feet long and 40 feet wide. Store-rooms, a staff room with kitchenette, boiler room, coal room and a story hour room occupy the rest of the lower floor. The story hour room is reached by stairs from the reading room, while the assembly room has also a street entrance.



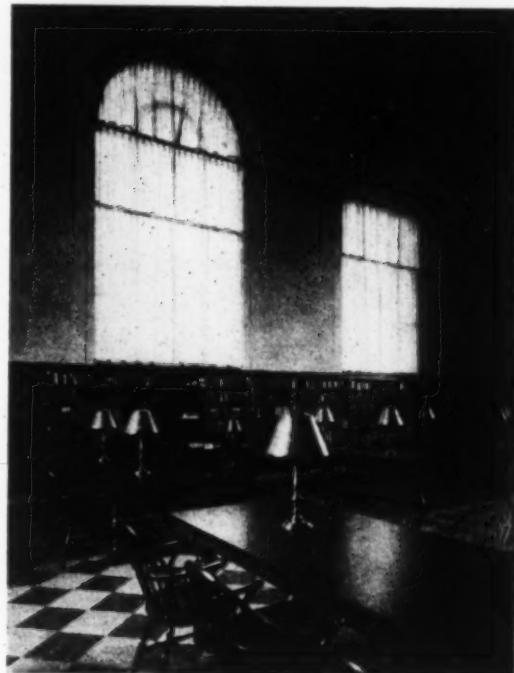
DELIVERY DESK FACING ENTRANCE BACKED WITH DISPLAY FOR CURRENT PERIODICALS

Effie L. Power, director of work with children in the Cleveland Public Library, is joint author with Florence McClurg Everson of *Early Days in Ohio*, a story of a pioneer family of the Western Reserve, told for boys and girls (Dutton, 265p. cl. \$2.) The Clark family, including five children, came over the waters from Buffalo to Cleveland in an open boat to build their new home. Stories of log-rolling, house-raising, corn-husking, hunting, trading with the Indians, and all those things which the Clarks had to do to live in this new territory are well told.

THE OLIN MEMORIAL LIBRARY AT WESLEYAN

From its beautiful exterior to its stack accommodations for graduate students and its club reading room the new Olin Memorial Library of Wesleyan University at Middletown, Conn., fulfills the modern conception of a successful and convenient university library. McKim, Mead and White were the architects, succeeding the late Henry Bacon, and the H. Wales Lines Company of Meriden the general contractors. The keys of the building were presented to President McConaughy by Mrs. Olin at the dedication ceremonies on Thursday, May 17. It stands as a memorial to two sons of Wesleyan:

Stephen Olin, second president of the university, and his son, Stephen Henry Olin of the class of 1866, a trustee of Wesleyan for forty-five years and acting president in 1922-



GENERAL READING ROOM

1923. The first sod for the building was turned by Mr. and Mrs. Stephen Henry Olin at Commencement 1925, and the building was then named the Olin Library by vote of the trustees.

The library is planned and constructed according to the best practice, state the architects in a pamphlet issued to commemorate the dedication. It is thoroughly fireproof, with steel interior columns, brick exterior bearing walls, steel beams and reinforced concrete floor arches, concrete fill, and in most of the rooms linoleum covering is laid directly on the concrete. The exterior walls are furred

with terra cotta blocks, which insures against dampness. The building is three stories high with a basement, and the story heights between first floor and attic of fifteen feet correspond



THE EXTERIOR IS OF HARVARD BRICK WITH CORNICE, PORTICO COLUMNS AND PILASTERS
IN "IMPERIAL DANBY" VERNONT MARBLE



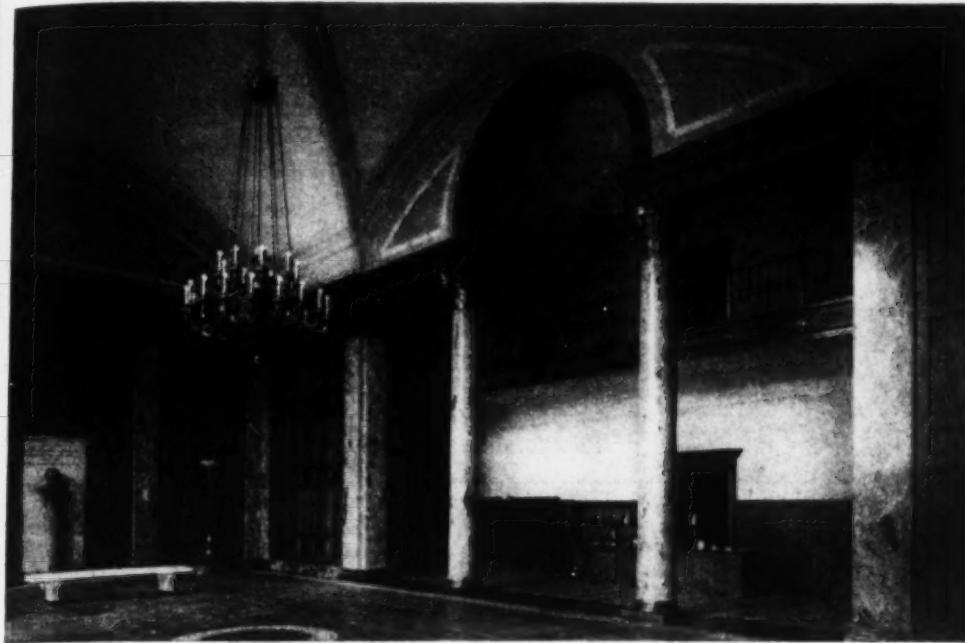
THE DEVELIN ROOM IS FURNISHED AS A CLUB READING ROOM

to two stack floors in the stack room. It fronts 163 feet on Cross Street, and is 64 feet wide, with a stack room projecting from the north side about the axis line 64 feet long by 23 feet wide. Additional stack room for the storage of books may be provided by extending to the north as required. The north wall is so constructed that it may be removed, the steel columns remaining in place. The exterior of the building is Georgian in character, with a marble portico as the central feature composed of six Ionic columns and a marble pediment with an oval window in the tympanum filled with leaded glass, the portico capped by a marble balustrade. The building is built of Harvard brick, laid in Flemish bond, with special moulded brick around the large circular windows. The base of the building, trim, cornice, corner pilasters, Ionic portico columns and pediment, are of "Imperial Danby" marble from Vermont. The

main architectural feature of the interior is the Memorial Hall, executed in the style of the Renaissance. It is 60 feet long and 30 feet wide, with a groined vaulted ceiling and large central arch as the entrance feature, and another arch symmetrically placed, leading from the



LIBRARIAN'S OFFICES

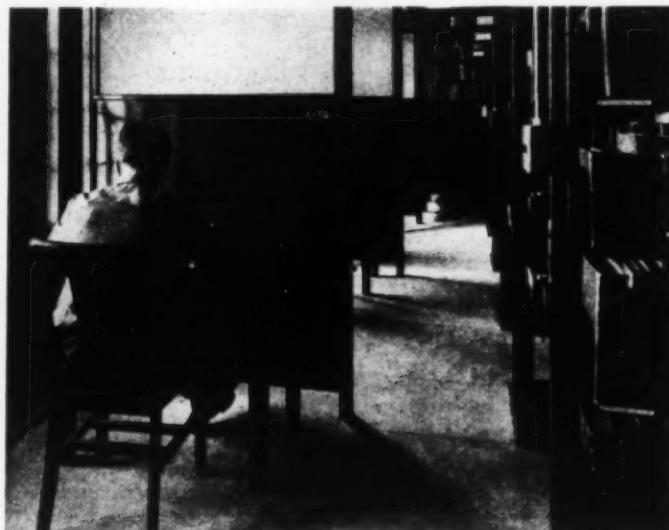


THE OLIN MEMORIAL HALL WITH CATALOG AND CHARGING DESK FACING THE ENTRANCE

Memorial Hall to the delivery space. Thru this arch one sees the delivery desk adjacent to the main entrance of the stack room. To the right and left of it are the catalog cases, and above these the second floor corridor has an ornamental bronze railing and facia. The main

reading room is 60 feet long and 32 feet wide, with oak bookcases around the entire room. The floor is of rubber tile, laid with alternate dark and light colored squares. There are five large windows. The heating is accomplished by the down-feed hot water system. The ventilation of the building is by a large air supply fan in the basement and an air exhaust fan in the attic. Registers in the stack room provide a supply of fresh air.

A seven story Snead bracket stack will shelve 300,000 volumes, writes William J. James, librarian of the University. The stack is equipped with an automatic electric elevator and a book lift. The site of the building is such that the stack can be extended so as to shelve 1,200,000 volumes, not including volumes shelved in other rooms of the library. Rooms with special equipment are provided for the storage and use of art books and maps and charts, and there is a treasure room for rare books.



ONE OF THE MANY CARRELS ADJACENT TO THE BOOK STACK



THE WINCHESTER
COLLECTION

Ample provision has been made for those who use the books. The main reading room on the first floor will seat 72 readers, and this number can easily be increased to 96. Immediately adjoining is a periodical reading room. Quiet has been assured by placing the main stairway at the farther end of the long corridor, running the length of the building. If the main reading room should prove too small, there is a room of the same size directly below it in the basement which can be equipped to seat the

same number of readers. Free access is allowed to the stack. On each of its seven floors are seven carrels, or reading stalls, each containing a table and a chair. Two carrels on each floor can be locked and are reserved for the use of instructors and graduate students. On the third floor of the library, provision is made for a limited class of readers in the seminar rooms for students in advanced classes, and in three studies for members of the faculty carrying on research work which requires access to large numbers of books.



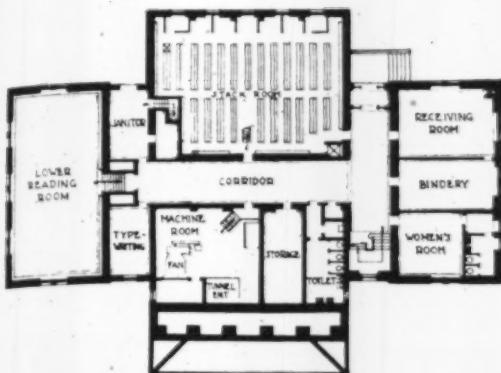
THE HENRY BACON ROOM
FOR THE STUDY OF ART

The Develin room, so named after James A. Develin, '83, is furnished as a club reading room. At the time of the dedication funds had not yet been provided for stocking it with books.

The entire first floor of the east wing is reserved for the use of the staff. It contains a periodical checking room, two rooms for



WOMEN'S REST ROOM ON THE
GROUND FLOOR



BASEMENT FLOOR PLAN

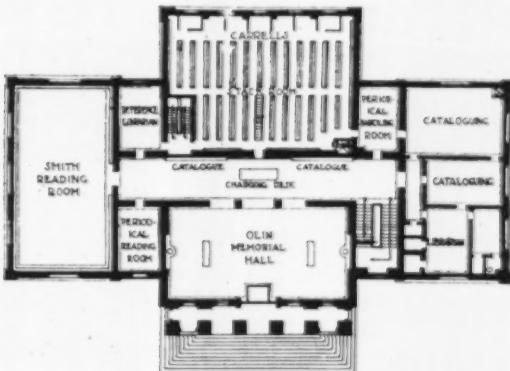
catalogers and other assistants, and offices for the librarian. The office of the assistant librarian is adjacent to the main reading room, and the charging desk and catalog are on the north side of the corridor, facing the Memorial Hall.

Three galleries on the third floor provide facilities, hitherto lacking at Wesleyan, for art exhibitions.

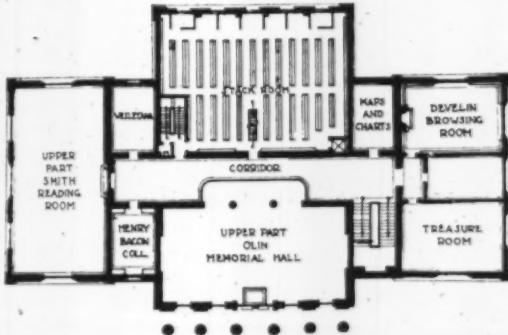
curriculum, but for all the extra curricular activities as well.

Clearly and unmistakably the author shows that the library has achieved a deserved place in the regard of its school community. It has secured the good will and co-operation of the various elements of the school organization. It has justified its existence in the minds of its users, the administrative officers, the teachers and the pupils.

Because of its fresh, new outlook, its practical good sense, this book should prove of



FIRST FLOOR PLAN



SECOND FLOOR PLAN

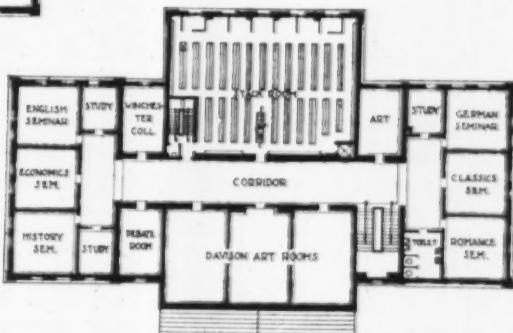
HIGH SCHOOL LIBRARIES

(Continued from page 972)

reading, and the ever present problem of teaching pupils to use books and libraries, all are treated from the viewpoint of the educator who has learned to look upon the school library as the indispensable laboratory, not only for all the subjects of the

value to the librarian in service who here finds corroboration of her ideals and help in bringing these to pass. It should be welcomed by teachers in schools of education and in library training courses.

ADELINE B. ZACHERT,
*Supervisor of School Libraries,
State Education Department, Albany, N. Y.*



THIRD FLOOR PLAN

THE MONROEVILLE COUNTY BRANCH AT FORT WAYNE

BY BERTINE E. WESTON

Publicity Department Head, Fort Wayne and Allen County (Ind.) Public Library

THE Monroeville Branch is the fourth county branch building of the Public Library of Fort Wayne and Allen County, Fort Wayne, Indiana, to be erected since the culmination of the county and city work in 1921. A county branch was established at Monroeville in the upper room of the City Hall in 1921—one of the first county branches to be opened—and last year the Monroeville community presented a lot which measured sixty by eighty feet to the Library Board for building purposes. In September, 1928, the present building erected at a cost of about \$10,000 was opened to the people.

Before making the blue prints of the new building the architect, Mr. Leighton Bowers of Fort Wayne, Miss Margaret Colerick, the librarian, and Miss Margaret Winning, the county librarian, visited the three other county branches previously erected so as to go over the buildings carefully to correct errors and pick out strong points. The three other buildings have had leaky basements during the wet seasons, so the Monroeville Branch was constructed with a waterproofed foundation. The windows were made with special priming to hold the putty

rather than factory-made windows as in the other three; the roof was constructed of a special composition of felt and tar as the slate roofs in the other buildings had not been satisfactory. The doors in the new branch were made of cypress instead of veneer varnished finish, and steel thresholds were built rather than the wooden thresholds which have warped in the other buildings.

The Monroeville Branch measures forty feet by thirty-three and one-half feet. It is one story high with a basement. It is fireproof, of concrete, steel, and brick construction. The exterior is of red Belden brick with all stone work, such as door sills, ornaments, and cornice courses, of Indiana limestone.

The main entrance is a cement porch with cement steps on three sides. Two white metal columns are on either side of the porch and a wrought iron railing encloses the roof of the porch. Over the porch in black wrought iron letters are the words "Public Library" and in the spring, after the lawn is seeded, a small wooden sign on a steel pole (such as is used for the other county branches) will be erected in the front and will read "Monroeville Branch



EXTERIOR IN RED BRICK AND INDIANA LIMESTONE



ONE LARGE ROOM WITHOUT FLOOR SHELVING GIVES AN IMPRESSION OF SPACIOUSNESS.
THE LIBRARIAN'S DESK IS KEPT WELL IN THE BACKGROUND

Library." On either side of the entrance are two copper lanterns that blend beautifully with the brick exterior and light the passage way.

The entrance leads into the main reading room. This room is divided into two sections—the children's section on the right and the adult section on the left. The room measures forty by twenty-five feet and is well lighted by five windows on the north and south and four windows on the east. The lighting fixtures were furnished by the Green and Forker Company of Fort Wayne and consist of four ceiling lights—two on either side—with frosted globes. The floor is covered with Jaspe linoleum and all the furniture is from the Library Bureau. On either side of the entrance door Library Bureau sloping magazine shelves are built into the wall. The room is steam heated with a Higbie Simplex boiler.

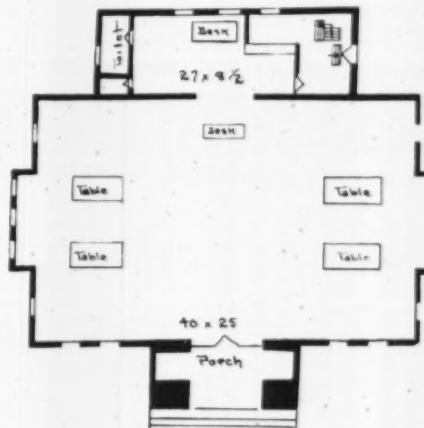
All the interior wood-work inside the main reading room, including all doors entering into the same, are finished with red oak. Floor

plugs are placed in convenient places at windows and desks for lighting displays at Christmas or other holidays. The shelving was built to order by the general contractor, Mr. H. L. Lamont of New Haven, and backed with beaver board. One other county branch, the Harlan Branch, has the beaver backed shelves. This is most convenient for bulletin space at any place in the room, for special displays, and for a finished appearance.

The room is large enough to seat twenty-four people. There are four oblong tables—two on each side of the room. The librarian's desk is directly in front of the entrance door.

Behind the librarian's desk is a door leading into what is called the librarian's office. Two windows light this room and a work desk is directly under the windows.

An entrance door on the north of the building leads into this office and also into the basement. The basement has three rooms, the furnace room, the coal room, and a work room.



MAIN FLOOR PLAN. STORAGE AND WORK
ROOM PLACE IN BASEMENT RELIEVE
CONGESTION HERE

AN EXPERIMENT IN LIBRARY INSTRUCTION FOR COLLEGE FRESHMEN

BY BESSIE L. ELDRIDGE

Instructor, Syracuse University School of Library Science, Syracuse, N. Y.

THE question of teaching the freshmen of a large university to use the library is no longer Why? and When? but How? We of the library profession are agreed that the student who fails to make use of the library, or who goes thru college ignorant of all the advantages which the library has to offer him is seriously handicapped and is actually missing a very vital part of his education. We likewise recognize the great importance of making the contact between the student and the library in the early part of his freshman year. However, with the present organization of our college curriculums, the most difficult part of the problem is still to be settled. We stand armed with plenty of good and sane reasons why we should teach freshmen to use the library but we are not so sure as to how we can go about it. As the question is studied, several possibilities disclose themselves.

A separate course of twenty or thirty lessons on the use of the library, described in the university catalog and required of all freshmen, would seem like an ideal situation at the first glance. Such a course exists in some of the normal schools and teachers' colleges but is not yet to be found in many of the universities. Even if it could be included in the program of studies the problem of teachers to handle the work would be a difficult one unless some one were especially appointed to a professorship of library instruction, or something of that sort, which means a far look ahead indeed. The members of the library staff in any university library have little time to give to teaching, few of them have any training for it, and many of them would find class teaching irksome and distasteful. In a freshman class of a thousand or more there would need to be a large number of class sections and teaching periods in order to do anything like adequate work. Even in universities where there are library schools this situation could not be handled without additions to the teaching staff.

The plan of a lecture or two on the library and that of conducting groups of freshmen thru the library during the Freshmen Week at the beginning of the year are excellent ones for the smaller colleges where the freshman class numbers only two or three hundred. The last year that the sections of the freshman English class were taken on a tour of the library at Syracuse University the trips were finished just

before the Christmas vacation! This means that students studying in the library had been more or less disturbed up to that time by the presence of these visiting groups, and the library staff were weary of acting as conductors for these parties. One lecture hour during Orientation Week can be used to tell the freshmen where the library is and to explain in general its regulations and privileges, but it cannot take the place of instruction in the use of the library.

In a university like Syracuse where the freshman class numbers approximately fifteen hundred, the co-operation of some teaching department is quite necessary for giving any lessons on the library at all. The Freshman English Department is the most suitable from the point of view of organization because every freshman in the university is required to take English I. Fortunately our English I Department is interested and willing to co-operate. The schedule of work to be covered in English during each semester makes it impossible to give up more than one class hour for library instruction. Thus far it has not seemed advisable to take advantage of that hour for actual teaching because so little concerning the use of books and the library could be touched on in an hour lecture, no problems could be given and there could be no checking of results. It was thought that by trying to crowd the course into one lecture we might defeat our chief ends, and give the student a wrong idea of the relative importance of the library and his class work.

The English I Department was willing to give instruction in the use of the library as a part of that course, and attacked the problem in various ways at different times. It tried requiring the preparation of short bibliographies, the writing of long themes upon some topic requiring the use of many books, and the giving out of questions which would lead to the use of various library tools. The questions which the students came to the library to look up were not wholly satisfactory from the librarian's point of view. Often they were old—referring to the *World Almanac* for 1920 when questions from the one for 1928 would be more interesting—and many times they failed to bring out the essential characteristics of the books to which they referred.

The idea of giving instruction to the English faculty to be passed on in turn to the fresh-

men, has not, either, proved a feasible one. In the first place, the English staff are already busy people and a class of this kind is really an extra burden to them. Also it can hardly be expected that instruction taken in this way can be given out again with great enthusiasm and wealth of background. The teaching of the use of the library is a librarian's problem after all, and it seems hardly fair that an English teacher should be made responsible for the content of such a course.

Our latest experiment has been the use of a problem made up of true and false statements, following out an idea which was suggested by a problem used in the Central Missouri Teachers' College at Warrensburg, Mo., and printed in the LIBRARY JOURNAL several years ago. This problem, a sample of which appears at the end of this article, is planned at the School of Library Science at Syracuse University, the students in the course in Methods of Teaching the Use of the Library collecting most of the material. The English I Department takes charge of preparing enough copies for the students, gives them out, collects them and attends to the revision. This last is quite simple with the true and false statements, especially as a "key" to each problem is sent for the use of the faculty.

The statements of the problem are grouped according to the general subjects of the books to which they refer such as dictionaries, card catalog, biographical reference books and so on. At the beginning of each group is a list of the books to be used in verifying those statements. This list is given to draw the student's attention at once to the proper books, many of which will be new to him, and to give him some of the facts which would be brought out in class in an assignment by a teacher. It limits his searching so that he may concentrate his attention on the few most important reference books in each class. It also relieves the reference librarian of the necessity of advising the use of suitable books. Most of the groups end with one or two statements about the books which are true, such as: "Only people who are still living are mentioned in *Who's Who*." These are designed to take the place of the teacher in helping the student to make generalizations about the books he has been using. The majority of statements on the problem are true. The false ones are sprinkled in just about often enough so the student cannot take any of them for granted. None of them is a "blind alley" statement. A search concerning any one of them will lead to something, tho the statement as given may not be exactly right; e.g.: Shull's *Principles of Animal Biology* is listed in the library catalog but it is not the most recent book on biology listed there.

The problem is frankly an experiment, an attempt to meet the need for library instruction with a group so large as to make a personal contact almost impossible under present conditions. It is designed to be given out and revised by people who are not specialists in library science and many of whom have not had the most elementary instruction in the use of the library. It has many defects. It does not cover as much ground as a course for college freshmen ought. It does not even bring out as many points about the individual books as could profitably be emphasized. It is not by any means proof against "cribbing." But it does introduce the student who follows it out to many library tools which he will find useful. Our experience with the problem so far leads us to believe that it is much better than nothing. Next year we shall probably experiment further, giving a combination of true and false and completion statements. We must cover as much ground as possible with a minimum expenditure of time in revision.

Sample Problem on the Use of the Library

Mark each of the following statements as *True (T) or False (F)*.

Consult:

Webster's New International Dictionary
Funk & Wagnalls' New Standard Dictionary
Century Dictionary

Murray's New English Dictionary

1. The meaning of *e.g.* may be found in the *New Standard Dictionary* by looking under the word *abbreviation*, but in *Webster's Dictionary* in the regular alphabet.
2. The word *thro* is considered a good English word.
3. Webster and Murray agree that *traveler* is a preferred spelling to *traveller*.
4. The meaning of *in loco parentis* is given in Webster in the lower half of the page.
5. Webster's *Dictionary* gives the meaning of such signs as @ and ¢.
6. The plural of *quail* is spelled the same as the singular.
7. The word *rebel* may be three different parts of speech.
8. The Murray *New English Dictionary* and the *Oxford Dictionary* are the same book.
9. Murray's *Dictionary* gives the longest account of the history of a word of any of the four dictionaries mentioned.

II.

Consult:

New International Encyclopedia.
Americana
Britannica

10. The pronunciation of the name *Goethals* is given in the *New International Encyclopedia*.



11. Karl Hermann Ethe wrote the article on Persia for the *Britannica*.
12. References to books on cliff-dwellers are given in each of the four encyclopedias mentioned.
13. The *Britannica* differs from the other encyclopedias in having an index volume.

III.

Consult:

The card catalog in the library.

14. The call number of *Quality Street* in the University library is 822.89.
B27q.
15. Arnold Bennett's *Riceyman Steps* is in the University library.
16. There are four good books on vitamins in the library.
17. The most recent book on biology listed in the library catalog is Shull: *Principles of Animal Biology*.
18. The library has a book about the author of *The Crown of Wild Olive*.
19. The catalog has the same relation to the library that an index has to a book.

IV.

Consult:

Readers' Guide to Periodical Literature
Poole's Index.

20. Ludwig Lewisohn had an article on Jane Cowl in the *Nation* for February 14, 1923.
21. There was an article on the opening of the Erie Canal in *Niles Register*, v. 25.
22. Edwin Markham's poem "Your Whispered Secret" appeared in the June, 1927, issue of the *Ladies' Home Journal*.
23. *Poole's Index* may be used to find references in 1927 periodicals.
24. Only ten magazines are indexed in *Readers' Guide*.

V.

Consult:

World Almanac
Statesman's Yearbook.
Whitaker's Almanac.

25. The letter postage to Sweden is five cents.
26. The people of the United States used on an average of 12.54 pounds of coffee per person in 1926.
27. There are free public schools in Italy.
28. Hon. Jean Bruce is maid of honor to the Queen of England.
29. Leningrad is the capital of Russia.
30. The *Statesman's Year Book* is useful to find information about the governments of the world.

VI.

Consult:

*Who's Who**Who's Who in America*
Lippincott's Pronouncing Biographical Dictionary.*Century Cyclopaedia of Names*.

31. Carl Sandburg lives in Elmhurst, Ill.
32. There was a real person named Scrooge.
33. George Russell (A.E.) is an English statesman.
34. Eos and Aurora are two names for the same goddess.
35. *Who's Who in America* corresponds to the English publication, *Who's Who*.
36. Only people who are still living are mentioned in *Who's Who*.

VII.

Consult:

Bartlett. *Familiar Quotations*Hoyt. *Cyclopaedia of Practical Quotations*Brewer. *Dictionary of Phrase and Fable*Brewer. *Reader's Handbook*.

37. "God tempers the wind to the shorn lamb" is taken from the *Bible*.
38. The phrase "Hobson's choice" originated at Cambridge (England).
39. The willow pattern on china ware illustrates a Chinese legend.

VIII.

Consult:

Atlases

*Lippincott's Gazetteer**Century Cyclopaedia of Names*

Any books previously studied.

40. Utica is a larger city than Albany.
41. Los Angeles is preferably pronounced with a hard g.
42. Patagonia is in South America.
43. Mt. Shasta is the highest peak in the United States.
44. The *Times Survey Atlas of the World* is a good all-round atlas to consult in the library.

IX.

Consult:

Grove. *Dictionary of Music and Musicians*Champlin. *Cyclopaedia of Painters*Larned. *History for Ready Reference**Cambridge History of English Literature*.

45. The opera *Fidelio* was composed by Beethoven and was first produced on November 20, 1805.
46. There is a picture of Da Vinci's "Madonna of the Rocks" in *Champlin's Cyclopaedia*.
47. *Larned's History for Ready Reference* contains a good account of the children's crusade.
48. The *Cambridge History of English Literature* gives information on "Coffee Houses."

SOME GENEALOGICAL COLLECTIONS IN ST. LOUIS AND VICINITY

BY MILDRED A. KENNEY

Genealogical Division, Denver Public Library

GENEALOGICAL libraries and collections in state and public libraries are becoming more and more common in the United States as is evidenced by surveys of the field, and, perhaps in a smaller way, by the number of such collections visited on an inspection trip to St. Louis and vicinity last May.

These six collections, the Decatur Public Library, Illinois State Historical Library, Illinois State Library, Missouri Historical Society Library, Mercantile Library of St. Louis, and the St. Louis Public Library, represent the types of such collections most common in this country. These are the very small public library where a few more or less well chosen books secured by loan from some local hereditary patriotic society satisfies the demand; the state historical library which usually has as its excuse for being the preservation and publication of valuable records pertaining to its own state, and which acquires much material by exchange of such records; the state library which may or may not regard genealogy as a division of its work, but frequently has a considerable number of state and personal records in its keeping; the society library which is a depository for valuable records secured thru the activity of members or by purchase from funds accruing from dues or endowment; the general library which is not supported by taxation or appropriation; and the large public library where the providing of genealogical source books for the use of patrons is considered to be one of the important services rendered, and where demand justifies the expenditure of public money for such specialized material.

The first library visited, the Decatur Public Library, had a small collection deposited, as is often the case, by the local D. A. R. Small as the collection was, perhaps less than one hundred volumes, a separate room was provided or utilized for it adjoining the general reading room. The catalog for these deposits was kept at the reference desk. The cards gave author, title and owner of the book. The books were not classified. The collection included such standard and necessary books as: D. A. R. *Lineage Books* with indexes; *New England Historical and Genealogical Register*; *New York Genealogical and Biographical Record*; *Savage*; family and county histories.

The State Historical Library, in Springfield, Ill., is perhaps more active in genealogical work than many. It was organized in 1907. The librarian reported that no department except the Lincolnian is consulted more than the genealogical department. It is supplemented by the collection of Revolutionary records, town and county histories, and local material in the State Library of the State of Illinois which is housed on the same floor of the Capitol. Altho located in the same building, the State Historical Library is quite separate in organization from the State library. An interesting study might be made of the relation of state historical libraries and state libraries as seats of genealogical records. Books in such libraries are acquired by gift, by purchase or by exchange, the common practice being that used by the State Historical Library in Springfield where a definite appeal is made thru the annual reports and other publications for such material as residents of the state have or can rescue from obscurity for preservation in the Library. These may be old records of early churches, copied inscriptions from Bibles or gravestones, narrative manuscripts containing biography of pioneers, original papers on early history and settlement of territories, letters, list of soldiers, family histories compiled or about to be compiled by residents of the state.

The Springfield Library also contained many general works on genealogy—methods of research, bibliographies, indexes, Revolutionary records, reports and registers of hereditary patriotic societies, heraldry, county, town and state histories, old Illinois newspapers, and genealogical magazines. Service rendered by historical and state libraries varies. The Illinois State Historical Library endeavors to answer all queries which are sent or brought in.

The Missouri Historical Society Library is that type of genealogical library fostered by an independent historical society without state financial aid. Since 1925 this society has been consolidated with the Louisiana Purchase Historical Association. The genealogical collection numbers 42,000 volumes. It is carefully indexed for names which appear more than five times and which are not indexed in any printed index such as Munsell's. This file is kept sep-

arate from the author and title catalog which, while it does make clear the distinction between a catalog and an index for all practical purposes might not be as useful as a combination of the two. The local Colonial Wars Society has prepared an index to a complete file of the D. A. R. Magazine. This is a most worth while contribution for the society to make, but this index must also be kept in a separate file since it is not in library catalog form. The Society publishes three times a year the Missouri "Historical Society Collections" series which contains, among other articles of interest, diaries, letters, or documents from the societies' manuscripts. One section of the magazine is devoted to genealogy with space for notes and queries with answers. The Society makes no inter-library loans and carries on no genealogical correspondence.

A very large collection of genealogical books, (including as the term always does, town, county and family records), is located in the Mercantile Library in St. Louis. Books are sent out to members but no research is made by employees of the library for its patrons. The material is for reference only and must be used in the library. It is strongest in local, New England, Pennsylvania and German records.

One of the most interesting collections, in view of the growing tendency to give genealogy a definite place in the work of the public library, is that in the St. Louis Public library. Here the genealogical collection is an important part of the reference department. It has been developed by the reference librarian in satisfaction of a steady demand for such records. Starting with a very few volumes in the original collection, she has for twelve years followed the policy of buying carefully first of general standard works, which form the basis of any genealogical work, gradually adding county and family histories, by gift whenever possible. No fixed sum of money is expended each year; purchase depends upon demand and special opportunity since many genealogical books are rare and must be acquired when they can be found. The collection shows, as does perhaps any collection where solicitation is in the hands of one person, a personal taste. This special interest, justifiable since it represents a fruitful field for research, is that for English county records, a splendid collection of which the librarian is justly proud. These are not only valuable to genealogists but are beautiful specimens of workmanship and illustration in book making. The genealogical collection is, one the whole, well rounded and apparently quite usable for both the amateur and the professional. Many libraries have genealogical departments but few, if any, give

the service offered in the St. Louis library. All queries are answered in due time. The request and the information that came with it are filed in a large vertical file on what is known as the Wilder Chart (a very simple "family tree" supplied by the Wilder Book Company). To this chart is added information as it is found. This necessitates a good memory for names on the part of the librarian and the patience and sense of the importance of recording at once any reference found.

In answer to the query, "Is it worth while? Would you recommend it to a library just opening a genealogical department?" the librarian answered, "Yes, with the privilege of altering the plan if it proved too much for the time at your disposal. The personal records supplement printed records, increase the manuscript material, and the service is an important step in co-operation." "Must the librarian be a professional genealogist?" "Yes, or have the capacity and desire to become one in practice if not in name."

The *Boston Transcript* is an indispensable part of any genealogical department. No self-respecting genealogical library can be without it, tho it is awkward in size, consumes too much time if clipped, indexed, pasted on cards or in a scrapbook. The St. Louis library clips the items but does not paste them. They are filed by letter in envelopes—seemingly a precarious way to preserve the information, but considered satisfactory there.

Since book numbers are not used in the St. Louis Public Library, the problem of cataloging county histories is much simplified. They are filed alphabetically under the general class numbers. Books do not circulate. Photostats are made. The collection contains about 6500 volumes, and practically every known genealogical magazine. These latter are filed in vertical files for a year or often more. Publicity comes thru "satisfied customers," and the activity of the librarian who believes in personal work and accordingly belongs to every patriotic society in the city to which she is eligible.

The librarian depends heavily upon her personal knowledge of book content in the department, and is convinced that genealogy introduces many patrons to the library who, tho primarily appealed to thru genealogy are in need of much more that the library can, and eventually does, give them. She finds no opposition to spending public money for such specialized material. She sees no necessity for being apologetic for time given to genealogical work. To her it is, as she feels it must eventually be to some librarian in every large library, a high calling, if not actually a necessity to adequate library service.

STIMULATING AND MAINTAINING INTEREST IN LIBRARY SCHOOL WORK

BY DENA BABCOCK

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INTEREST of students in school work bears the same relation to the conduct of a school that a lubricant does to the running of a piece of machinery. In other words, it is indispensable for successful and continuous operation.

Manufacturers of complicated machines send out with their products, detailed charts showing the exact places at which oil is to be used and give careful instructions about the specific brand of oil which will give best results under varying conditions. Unfortunately, no expert in the educational field has been able to give us a chart showing the points at which this lubrication of interest is to be applied nor the source of the exact kind that will fit the need under different circumstances.

The reason is obvious. Human nature can never be charted as a machine. There are certain mental laws that are known, and more are constantly being discovered, but there is, and we believe always will be, an element of uncertainty in human conduct—a something that will not conform to laws. It is this that makes human relations vital and the methods of regulating them, a most fascinating study.

In spite of the many differences of opinion among psychological experts, there seems to be no disagreement about the statement that interest determines the direction of attention and that there is genuine attention only when there is genuine interest. In the words of W. H. Pyle: "By a high degree of attention we mean no more than that the processes involved in the learning monopolized the person's activity for the time. . . . In attentive learning the doors seem to be shut against all other processes." If, then, attentive learning is the only effectual learning, and attention depends directly on interest, the subject of maintaining interest in school work assumes even greater importance than, perhaps, was evident at first. On what, then, does interest depend? That cannot be answered in a single word or a single sentence for there are many factors known to be of outstanding importance and many methods of securing them that have been found successful. These, as they apply in particular to library schools, are the subject of this discussion and will be taken up under the general headings of the school; the curriculum; extra-curricular activities; and, the teacher, both out of and in the classroom.

Since attendance at library schools is in no sense compulsory and the present standard of salaries for library school graduates offers no great inducement to enter the profession, it must be assumed that there is more than a minimum of interest on the part of the student that causes him to enter the school. But there is usually a small proportion of every class that has the mistaken idea that the library profession is one in which a living can be earned with little effort and no sacrifice of gentility. In these, interest in the subject must be stimulated and, even in the case of those interested at the start, care must be taken if this interest is not to be lost or lessened after they arrive at the school.

The administration of the school is responsible for much in the way of first impressions, which may affect very materially the student's interest. Publicity methods must be watched to see that a wrong impression is not given, unintentionally, of the standards, facilities and general work of the school. The surroundings should be as pleasant as possible and the equipment as complete as funds will allow. It has been demonstrated by experiment that pleasant, comfortable surroundings have much to do with ability to study and with efficiency in general. Above all, the atmosphere of the school should be conducive to interest in library work. In a school that has for its aim the teaching of personal service, the standard set by the school itself should be high, and no pains should be spared to make the attitude of the faculty toward the students one of genuine interest and friendly co-operation.

Curriculum study is at its height just now, and offers a fertile field for the growth of interest in school work; but it is not within the scope of this discussion to consider this subject except in so far as it affects the general attitude and interest of the student. If there is any one thing that determines interest, it is motive. Motivation, in this connection, means having a purpose for everything taught and having this purpose understood by students. It may be difficult to find a motive for everything taught in library schools and, if so, the suggestion given to curriculum makers in the field of general education by H. B. Wilson, to omit that which appears meaningless because "there is more significant work than there is time in

which to do it" may prove especially wise for library schools in which there is at present altogether too much to be taught for the available supply of teachers.

Extra-curricular activities, under wise management and if they are not carried to extremes, are a distinct aid in arousing interest and should supplement any course of study. Outdoor activities are always welcome and can be varied according to the location of the school and the season of the year. In a school of this type, where general information is a major objective and cultural advantages are particularly useful in preparation of students for their life work, there should be definite encouragement of attendance on lectures, concerts and the theatre. In the absence of opportunities of this kind, lecturers that are eminently worth while should be brought to the school whenever possible. Not only does this become a decided asset to the students in their later work in libraries, but it varies the daily routine, assures the students that the school has more than a perfunctory interest in their preparation and makes a vital connection for them between the details of the separate course of study and the bigger purpose of all round culture and development. This is motivation in the largest sense.

The part of the teacher in stimulating interest has been left to the last, not because it should be considered last in point of time but because it is to have most space and emphasis here. It is the one most important influence in the results of education. Even if all the things mentioned above as contributing to student interest should be below the standard, a good teacher, with all that implies, could keep the interest high and make the result of the teaching a success.

It is also a fact, too often overlooked, that a large and important part of the teacher's work is the teaching that is done outside the classroom. Graduate students do not demonstrate their feelings as openly as do those less mature; but the same instinctive tendencies—love, imitation, emulation—call them instincts or what you will, are part of his make-up and play an important part in the relations between teacher and student. Overstreet, in his very stimulating book, *Influencing Human Behavior*, says that, "As individuals, our chief task in life is to make our personality, and what our personality has to offer, effective in our particular environment of human beings." If so for individuals, how much more so for teachers! We cannot get students to think with us by commanding their attention, by chance methods and blind trial. We must set about it intelligently and solve the problem for ourselves, knowing that we must win the interest of students by having genuine interest in them, get their co-operation

and good-will by making evident our own good-will and desire to co-operate and inspire an eagerness to learn by our own sincere enthusiasm for the thing we are teaching. Many new schemes may be discovered, but the old adage that "Like begets like" is not to be forgotten.

There are many devices for testing the ability of students and measuring their accomplishments, but no scientific method has yet been discovered for measuring the personal influence of the teacher in the life and habits of the student. When such a feat is accomplished, it will rob this personal contact of its most vital element and reduce its value, but this is something for the consideration of future generations, not this one. The example of a teacher of the highest type, personally and professionally, is, then, a powerful factor in the success of any school and, in general, the one with genuine interest in the subject he is teaching and in his students, a high degree of enthusiasm for his profession and high ideals of life will inspire the same interest, enthusiasm and ideals in his students, but only if they are genuine.

In addition to this general influence, there is a big opportunity for the teacher with tact and judgment to help students make specific improvement in their personal traits. This, again, is particularly important in library schools on account of the purpose for which they are established.

But it is of course in the classroom that the teacher has the greatest opportunity to stimulate the student and make his interest sure. It is here that the teacher's resources are most severely taxed and where motivation produces its best results.

If students have had good teaching in their previous school years, the problem of the library school teacher is made easier, for the habits of study will have been acquired and there will be a recognition of the value of application. But, too often, this is not the case; and even granting good undergraduate preparation, interest can be killed by one year of work with a teacher who has no understanding and no originality. Whether or not interest has been acquired in early school years, there is no doubt that attitudes have largely been developed before graduate study begins, either in school or at home. Many attitudes that bear the mark of prejudice and narrow outlook can and must be changed. So the library school teacher has at once a handicap and a challenge.

The study of psychology does not insure a good teacher but a working knowledge of psychological principles, acquired either from books or experience, would seem an essential part of any teacher's preparation. So equipped, he will at least have a guide that reduces the

number of unsuccessful attempts to bring about a desired reaction. Psychology may not tell the teacher what to do but, in many cases, it will tell him what not to do. William James says that psychology is a science and teaching is an art, and that an art is not evolved directly from a science but, between the two, there must be a mind with originality and inventiveness.

Interest, according to the psychologist, may be either native or acquired, direct or indirect, intrinsic or extrinsic. It is of course an accepted fact that some things are interesting originally and directly and that in others interest must be acquired. But it is also true that the things that acquire interest do so only thru those things in which there is already some interest. The charm of the new is recognized, but to make it permanent it must have some connection with the old.

Quoting again from Overstreet, "What we attend to controls our behavior. What we can get others to attend to controls their behavior." Interest varies in its object and in its intensity in different persons and situations, and here the ability of the teacher becomes of first importance. He must recognize interest afar off and meet it more than half way. Potential interest must be made active. Native tendencies must be changed and expanded. Subjects must be made so attractive that interest will not lag. Little can be accomplished in the long run as a result of forced interest. It is the wise and fortunate teacher who can stimulate it without commanding it to appear.

This emphasis on the qualifications and importance of the teacher is not meant to be sentimental idealism. It is, of course, easy to get standards of conduct and lay down principles of teaching that are difficult to put into practice. And, altho much does depend, as has been urged in the preceding pages, upon the personality and ingenuity of the teacher, it may help us to get down to earth if we try to find some practical methods of arriving at the ideal state we have pictured. No one method will of course bring success to every teacher in all subjects and with all students, but there are some definite techniques that have been useful and have the merit of common sense at least. There seems no question that the ideal technique, when it is finally developed, will pick and choose as it sees fit and will include the best elements from all methods and add as many more as are usable.

One practical difficulty in the way of keeping interest in library school work is the present practice of having persons with wide library experience in the same class with the novice. It is to be hoped that some development in the near future will make this practice unnecessary but, until that time, an extra amount of tact

and ingenuity is required on the part of the library school teacher to maintain the interest of these two groups with different needs and different degrees of preparation.

The value of the lecture method of teaching is being widely questioned. The fact that this method has been over-worked in the past and the fact that it is not suitable on all occasions are not sufficient reason for abandoning it altogether. The availability of material for class use which forms the substance of the lecture, and the ability of the teacher to say what he has to say in an interesting way, to speak distinctly and with animation, and to keep the class alert and expectant seem to be more important than an abstract rule in deciding the merits of the lecture as a means of presenting a subject. Some plan ought to be devised whereby a teacher could realize whether or not he is a good lecturer. If he is not able to judge for himself, he should get an opinion from some one who will tell him the truth, frankly. This may seem over emphasis of an unimportant detail, but it is the firm conviction of the writer that more interest in school work is killed by means of lectures given by teachers who cannot lecture effectively than can be resurrected in a long period of time. Lectures, then, have some place, but if the aim is stimulation of interest, they should be used sparingly and with discrimination and not freely because they require the least inventiveness on the part of the teacher.

The traditional "recitation" method of teaching is in much disfavor at present and justly so, from all evidence, partly on account of a too-mechanical adherence to text-books. Library school teachers have in the past been spared this temptation because they had no text-books to which they could adhere. And it is to be hoped that when text-books are made available in library subjects, they will not be used as a substitute for class discussion and opinion.

Mechanical use of the class period may be equally evident, however, in the absence of text-books and must be avoided if interest is to be maintained. The usual question and answer recitation amounts to little more than catechism of the student on the assignment in the text-book which has nothing to recommend it but tradition and easily develops into a monotonous routine from which even a skilful questioner can scarcely rescue it. The best remedy for this situation is variation in every possible particular. Students are not likely to go to sleep when they are uncertain what is going to happen next. Even good, nourishing food needs to be varied if the appetite is to be kept normal. And a healthy appetite for study cannot be maintained on the same diet day after day. As many different channels of impression as pos-

sible should be used, and there should be constant variety in the method of presentation. Every assignment should be a challenge to the student's best effort and an appeal to that intelligent curiosity which is inherent in every young person. When this kind of assignment is made, the student will not need to be urged to study nor quizzed to see if he is prepared. All that will be necessary is judicious directing of his efforts by a wise teacher and an opportunity for him to express himself in class discussions.

Action not only speaks louder than words, but is more interesting. This is true of college graduates as well as of children and, because of the recognition of this fact, problems and projects are becoming an important feature in most school curricula. As most library schools are connected with some live library, this part of the interest-making program is not especially difficult. In fact, this feature was given emphasis in most library schools before the definition of a project had been formulated.

Motivation was defined above as a purpose for everything taught, made plain to the student. Some illustrations of the need of motivation in library schools may prove its value in securing class interest. The classification of library books often involves considerable memory work that is not relished by students. But if they are made to understand why books are classified and that the actual work of locating books on library shelves cannot be promptly and successfully done without knowing how the books on different subjects are numbered, the learning of the classification scheme becomes a fascinating game. The exact spacing, punctuation and arrangement of items on a catalog card seems a most uninteresting and unnecessary routine until it is understood that these rules are not arbitrarily adopted to make catch problems for students, but that each rule is to make some item on the card more intelligible to the patrons of the library and to serve as sort of a code of information about the parts of a book. Then, the bit of seeming red tape becomes a vital connection between books and people and is no longer drudgery. One more illustration: There is probably no greater difficulty in keeping students to a prescribed rule than in the giving of bibliographical data in certain form, largely because it seems of so little importance. But, if the use of bibliographical references is understood and if the student realizes the greater speed and accuracy with which such references can be used in research the world over, if uniform, the learning of a definite form will assume importance that cannot be expected when the explanation is not given.

Understanding a problem and its relation to real life increases attention and interest. Even drill may be entered into with zest if a reason for it is clear. Not every step in learning can be of equal interest, in spite of a good teacher's best efforts, and processes that are uninteresting in themselves must often borrow interest from their connection with others. When a bit of drill is necessary that cannot be motivated for the student sufficiently to arouse his interest, it may be necessary to appeal to his fighting impulse, or tendency to overcome obstacles. This method is probably best reserved for extreme cases in which others fail.

Lest the wrong impression be given by this assurance of enthusiasm on the part of students under the above conditions, it should be understood that interest in school work does not reduce the amount of work that it is to be done, in fact it is likely to mean an increase in amount. But it does mean that the learning process is pleasanter, more rapid and more effective. If, in addition, the students are permitted to know what progress they are making and are encouraged by approval and assistance, interest in their work will climb still higher.

If at first, then, it is necessary to plan details for the specific purpose of stimulating interest, the situation will soon take care of itself to a great degree. The interest of teacher and student will become more or less automatic and both will approach the ideal of a truly educated person given by Everett Dean Martin in his *Meaning of a Liberal Education* as one "whose thinking is play and whose mind does not squeak as it runs along."

The foregoing was prepared as a term paper at the Institute of Instructors in Library Science, University of Chicago, 1927.

THE International Institute of Intellectual Co-operation in Paris has decided that an important change will soon be made in its publications. Instead of three Bulletins (*University Relations*, *Scientific Relations* and *Information Sections*) it has been decided to publish one review in French, entitled *La Coopération Intellectuelle*.

The price of the new review, which will be issued monthly, will be 75 francs. It is proposed to include in this new review, among other things, information concerning international congresses with information as to the office from which their proceedings may be procured. Each number will contain articles by distinguished specialists and information and documents concerning science, art and education from the point of view of international co-operation.

THE LIBRARY JOURNAL

DECEMBER 1, 1928

A WHOLESOME trend is to be noted in the development of village and branch libraries, not only as in the noble Jones Library for Amherst, described and illustrated in this issue, but in the beautiful Carpenter Branch of the St. Louis Public Library described by Dr. Bostwick, the Monroeville branch of the Fort Wayne and Allen County Library system in Indiana, and other recent buildings also described in these pages. In planning all these great care had been taken thru co-operation between librarians, architects and trustees to think out problems in advance, and to adapt the edifice to the needs of its community, and such building from within results in a more original and satisfactory exterior than if the design were in the old fashion of making the shell and then fitting the organization into it. The Carnegie libraries thruout the country furnish a standard of design for the small library, with the central entrance leading directly to the delivery desk with provision on one side for the reading and reference department and on the other side for the children. But this arrangement which facilitates administration by a single person should not prevent originality in lay-out, especially where there is a library staff of several persons to handle different divisions. It is gratifying to find examples of original design as well as adaptation of standard design increasingly frequent as library buildings more and more engage the attention of the best architects.

try which was rather backward in its library facilities. Miss Essae May Culver, when selected for this work, brought to it her valuable experience in California, where the county system has reached its largest development and has been adapting the county system to the need of the parishes of Louisiana, a state which is organized by parishes. The overwhelming flood of course made a serious setback for the work, but nevertheless it has gone forward and the Carnegie Corporation has wisely extended its financial co-operation into a third year, by the end of which it is hoped that Louisiana, from the library point of view, may be on a solid basis from which to make substantial progress on its own account and give an example to other backward states. Here is an interesting example of the relation of the federal system in an interplay of national and state organization.

AT the mid-winter meeting in Chicago, where the Council itself will have plenty to do, a most interesting feature outside its deliberations will be that in relation with the work of the Education Committee dealing chiefly with libraries for schools. Much of the time will be given specifically to presentation of the vital question whether school libraries should be administered from the local library or by the local school board, and besides papers representing these two sides, general discussion will be invited toward the solution of this important issue. It is to be said, from the library point of view, that library experts are perhaps better fitted to supervise and obtain effective work in a school library than are schoolmen; but on the other hand the more logical plan of schoolman direction for the library as for all other school departments may prove more economical in administration and consequently provide greater opportunity for the trained school librarian who is unfortunately still not sought, or indeed wanted, by schools in many of the states. The schol library field is one of increasing importance and the LIBRARY JOURNAL plans in the ensuing year to give very much attention to this field.

THE meetings of the Southwestern Library Association at Baton Rouge, La., and of the Southeastern Library Association at Biloxi, Miss., were so planned geographically as to permit attendance of many librarians at both gatherings, an unusual and excellent feature. The meeting in Louisiana was especially interesting from the fact that that was selected as a typical state in which to make the experiment backed by the Carnegie Corporation for the development of libraries in a section of the coun-

DOUBTLESS the largest amount of money ever given to a public library in a single donation was that to the New York Public Library under the will of the late Payne Whitney, whose estate was valued at the enormous sum of \$178,000,000. Mr. Whitney was for twelve years an active trustee of the New York Public Library and testified his appreciation by a gift in the year 1923 of two million dollars, and now it is to receive in the distribution by the

trustees under the will in excess of \$6,200,000, representing an annual addition to the resources of the reference department of the Library exceeding \$300,000 yearly. Thus the great library, already foremost among public libraries, will be able to add to its collections, equipment and staff to an extraordinary extent from which the public should have large benefit. The municipality is rightly looked to for the support of the circulation department, but the city directly benefits by the fact that it is not called upon to support the reference portion of the work, as it must in the other boroughs where the library systems are not thus substantially endowed, altho in Brooklyn the main reference collection, originally that of the old Brooklyn

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Library, was transferred by that organization with its endowments to the Brooklyn Public Library organization. This disposition of Mr. Whitney's fortune is a noble example to other donors, who should not limit their gifts to a municipal library because it is supported otherwise from city funds. Naturally such gifts would be applied to building up a reference department, which in itself would be a memorial of the donor, tho few if any libraries have the bi-lateral organization of the great library in New York, with its self-perpetuating board which, while providing for the reference department from private funds, administers the more economically the city funds applicable for reading in the homes of the people.

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OPPORTUNITIES

No charge is made to LIBRARY JOURNAL subscribers
for insertion of notices in this department.

Technical librarian (male) with excellent experi-
ence wishes to make change. Fitted to direct science
department of large library or to be librarian of an
agricultural and mechanical college. Far West pre-
ferred. D. Y. 21.

College and library school graduate with varied ex-
perience, wishes city or county library, preferably in
Middle West. W. O. 21.

Position wanted by library school graduate. Avail-
able soon. Eastern states preferred. A. B. 21.

Library school graduate and experienced cataloguer
desires position in the Middle West or East. S. S. 21.

University and library school graduate, experienced
in administrative and order department work, desires
position in college or special library in the East.
P. S. 21.

El Paso Public Library, El Paso, Texas: Opening
for reference assistant with training and some experi-
ence. Ability to do technical and scientific reference
work.

INDEX

It is hoped that the index to volume 53 may be
mailed with the number for December 15, its conclud-
ing number, and not with the first number of the new
volume as has been the case in recent years. This
will enable copies for binding to be assembled at an
earlier date. In connection with the binding of this
volume will subscribers please note the following cor-
rection marking it on the pages indicated: At the foot
of 709: For conclusion of this article turn to p. 716;
and at the foot of 715: For conclusion of this article
turn to p. 710.

LIBRARY ORGANIZATIONS

CHICAGO MIDWINTER MEETING PROGRAM

BIBLIOGRAPHICAL SOCIETY OF AMERICA

President, H. H. B. Meyer, Library of Congress,
Washington, D. C.

Thursday, December 27, 8 p.m.

Adoption of new constitution and by-laws.

Important announcement concerning the new
edition of the British Museum *Catalogue of
Printed Books*.

Announcement concerning Pan American
bibliographical undertakings.

A bibliography of water transportation—
M. E. Pellett, The Port of New York Authority,
New York City.

Christopher Smart's writings—Charles D.
Abbott, University of Buffalo, New York.

A bibliography of William Damphiere's voyages—Willard H. Bonner, University of Buffalo,
New York.

J. Christian Bay, John Crerar Library, Chicago,
has also arranged for a visit to Mr.
Chester H. Thordarson's library.

BUSINESS LIBRARIANS' ROUND TABLE

Frederick Rex, Municipal Reference Library,
Chicago, presiding

Friday, December 28, 2:30 p.m.

Program to be announced.

A. L. A. CATALOG SECTION

Chairman, Helen K. Starr, James Jerome Hill
Reference Library, St. Paul, Minnesota

Thursday, December 27, 8 p.m.

A dinner at 6 p.m. preceding the evening
meeting is being arranged at some interesting
north side place. Please send reservations
before December 21 to Grace O. Kelley, John
Crerar Library, Chicago.

Program to be announced.

COLLEGE LIBRARIANS OF THE MIDDLE WEST

Chairman, Anna M. Tarr, Lawrence College
Library, Appleton, Wisconsin

Thursday, December 27, 10 a.m.

Reorganization in classification and cataloging
in college libraries. Ethel Bond, Library
School, University of Illinois, Urbana.

What factors determine the advisability of
having departmental libraries. Mary C. Venn,
Oberlin College Library, Oberlin, Ohio.

Budgeting the book fund. Karl T. Jacobsen,
Luther College Library, Decorah, Iowa.

The purchasing of duplicates. Julia Blanchard,
Wheaton College Library, Wheaton, Ill.

A.L.A. EDUCATION COMMITTEE

Chairman, Harriet A. Wood, Library Division,
Minnesota Department of Education,
Minneapolis

Friday, December 28,

Luncheon meeting for Committee members.
All members of the Committee are requested
to make an effort to attend the luncheon. The
chairman of the various sub-committees will
take up matters of the work of each committee
and the regional directors and members-at-large
will confer in regard to the proposed specialist
at A. L. A. Headquarters and plans for the
School Library Yearbook.

Friday, December 28, 8 p.m. Open Session

A joint program in which the Training, Ele-
mentary and College Sub-committees discuss the
training of the school librarian will be pre-
sented by Clara Howard, New Jersey College
for Women Library School, New Brunswick,
Annie Spencer Cutter, School Department,
Public Library, Cleveland, Ohio, and Charles
H. Stone, Department of Library Science, North
Carolina College for Women, Greensboro.

Standards of training together with the con-
tent of courses, especially the course in chil-
dren's literature, and comparisons between the
work of children's and school librarian will be
taken up.

Miss Cutter will report upon her visit to
Mexico City and the Lincoln Library.

The new Junior High School Library Sub-
committee will present tentative objectives
under the leadership of the chairman, Marion
Lovis, supervisor, School Libraries, Board of
Education, Detroit.

Saturday, December 29, 2:30 p.m. Open Session

The revision of the "Measuring Stick," so
ably set up some years ago by Willis H. Kerr,
Pomona College Library, Pomona, California,
will be the chief concern of the Teachers Col-
lege Sub-committee, Grace Palmer, Southwest
Missouri State Teachers College Library,
Springfield, chairman.

The new Administrative and Reference Sub-
committee will set forth its plans under the
guidance of Eleanor M. Witmer, supervisor,
Public School Libraries, Denver.

Selections will be made by committee vote
from the following topics of interest to the
High School Sub-committee, Margaret Greer,
Central High School Library, Minneapolis,
chairman: Problem of missing books. Library
instruction for all. What reference books to
select. What diagnostic work, if any, should
school librarians attempt? Student assistants.
Qualifications and number of professional as-

sistants. What the school executive should know about the librarian's duties.

LEAGUE OF LIBRARY COMMISSIONS
President, C. B. Lester, Wisconsin Free Library
Commission, Madison

Thursday, December 27, 2:30 p.m.

Topic: Adult education from the point of view of the duties and responsibilities of state library commissions.

Friday, December 28, 2:30 p.m. Round table

Current problems in commission work. Committee reports. Business.

LIBRARIANS OF LARGE PUBLIC LIBRARIES

Chairman, Clarence E. Sherman, Public Library, Providence, Rhode Island

Thursday, December 27, 2:30 p.m.

Topic: The influence of metropolitan districts on public library administration.

Social, economic and political aspects—Lent D. Upson, director, Detroit Bureau of Governmental Research.

From the library point of view—Linda A. Eastman, Cleveland Public Library; Carl P. Vitz, Toledo Public Library.

General discussion of miscellaneous topics.

Friday, December 28, 8 p.m.

Topic: Bond issues for public library building construction.

Economic and political aspects—Professor Simeon E. Leland, University of Chicago.

From the library point of view—Joseph L. Wheeler, librarian, Enoch Pratt Free Library, Baltimore; Herbert S. Hirshberg, librarian, Akron Public Library.

General discussion of miscellaneous topics.

Provision for general discussion at the end of each session has been made in response to repeated requests, because many librarians seem to want to have a chance to exchange ideas on isolated matters of administration which have no bearing on program topics but yet are worthy of a place somewhere.

NORMAL SCHOOL AND TEACHERS COLLEGE LIBRARIANS

Chairman, Bertha Hatch, School of Education Library, Cleveland, Ohio

Friday, December 28, 2:30 p.m.

Program to be announced.

UNIVERSITY AND REFERENCE LIBRARIANS

I

Chairman, Harold L. Leupp, University of California, Berkeley

Friday, December 28, 2:30 p.m.

Some tendencies in present-day college and university library planning—Theodore W. Koch, Northwestern University Library, Evanston, Ill.

Handling of the British Museum catalog of current accessions in university libraries—Adah Patton, University of Illinois Library, Urbana. Dissertations in university libraries.

Plans for continuation of the *Union List of Serials*—H. M. Lydenberg, Public Library, New York City.

II

Joint Session with College Librarians of the Middle West

Chairman, University and Reference Librarians, Harold L. Leupp, University of California Library, Berkeley

Chairman, College Librarians of the Middle West, Anna M. Tarr, Lawrence College Library, Appleton, Wisconsin

Thursday, December 27, 2:30 p.m.

The plans and work of the Committee of the North Central Association of Colleges on Library Standards for College and University Libraries—Dr. George A. Works, dean, Graduate Library School, University of Chicago.

The college and reference library yearbook—Charles B. Shaw, Swarthmore College Library, Swarthmore, Pennsylvania.

Classification of personnel of university and college libraries—Charles H. Brown, chairman of the subcommittee of the Committee on Classification of Library Personnel.

Library statistics—Julian S. Fowler, Oberlin College Library, Oberlin, Ohio.

The art reference collection, gift of the Carnegie Corporation to colleges and universities—Professor Edward F. Rothschild, University of Chicago. (With exhibit.)

A phase of the interlibrary loan problem—Charles H. Brown, Iowa State College Library, Ames.

Acquisition and care of special collections—Mary Rudd Cochran, University of Cincinnati Library. (Tentative.)

SOUTHWESTERN LIBRARY ASSOCIATION

The fourth biennial meeting of the Southwestern Library Association was held at Baton Rouge, Louisiana, October 31 to November 2. The president of the Association, Mrs. J. R. Dale, presided at all of the meetings.

At the opening session, addresses of welcome were made by Governor Huey P. Long, and T. H. Harris, superintendent of education for Louisiana, also by J. O. Modisette, chairman of the Louisiana Library Commission. Responses were made by the president, Mrs. Dale, and Carl H. Milam, secretary of the A. L. A., followed by an address by Linda A. Eastman, president of the A. L. A., on "What the A. L. A. Expects of the Southwestern Library Association." She urged the Southwestern Association to develop additional libraries, and stimulate more reading among the people of this section

of the country. She also quoted statistics to show that the Southwest is behind other sections of the country in membership in the A. L. A. Dorothy Amann, librarian of the Southern Methodist University, Dallas, Texas, followed with a stirring address on "How the A. L. A. Can Help the Southwestern Library Association," recommending for consideration the holding of the A. L. A. annual conference, occasionally in a location convenient for members of the Southwestern Library Association and also that the A. L. A. hold conferences only biennially or triennially and in the interim strengthen sectional conferences.

After dinner the guests were delightfully entertained by Mrs. Coats with brief comments on the early history of Louisiana, followed by "Cajan" stories and dialect songs and Mrs. Dale, after a brief address, introduced the guests of the Conference with clever limericks, and each in turn spoke on "My Hobby."

The second general session had for its theme "The Public Library." Judson T. Jennings, Seattle Public Library, spoke on "Adult Education," explaining the meaning of the phrase, and the demand for adult education, telling how the public library can help.

Elizabeth West, librarian of Texas Technological College, then discussed "The Challenge of the News Stand," stating that she had made investigations of a number of typical news stands in Texas and read the titles of periodicals found there, and deplored the general trend toward "trashy" literature. The people who patronize the news stands are those with whom the library has no contact whatever, and the spread of more libraries and the spread of book stores will greatly help in correcting the present condition.

"Something for Nothing" was the subject of a talk by Louise B. Krause, librarian, H. M. Byllesby & Co., Chicago, who pointed out to the librarians of the smaller public libraries how they can secure many valuable publications of the U. S. government on agriculture, oil and natural gas, and other natural resources. Every public library should root itself into the economic life of the community from which it derives its financial sustenance, and only when communities are free from poverty by the improvement of economic conditions, can we expect them to seek the fuller life for which the public library stands. She urged the A. L. A. to consider a comprehensive program by means of which all public libraries could definitely share in the economic development of their communities.

Following this talk, short book reviews on art, music, biography, psychology and humor were given by Gretta Smith of Baton Rouge, Lucy Fuller of Beaumont, Mrs. Lois W. Hen-

derson of Shreveport and Vera Snook of Little Rock, respectively.

Thursday evening's program was made up of addresses by Clarence B. Lester of the Wisconsin Library Commission, Alice S. Tyler, dean of Library School of Western Reserve University and James B. McMillen, librarian of Louisiana State University.

Mr. Lester whose theme was "The Part of the State in Library Extension," said that the first public libraries were instituted in cities, and later in municipalities but that for some time the rural sections were neglected. It was his opinion that the state should push the development of library service in rural communities.

Miss Tyler's topic was "Librarianship both a Science and a Service." She said that all would agree without discussion that it was service, and she devoted the major portion of her remarks to the arguments for considering librarianship as a science. She quoted from Dr. E. C. Richardson who has defined the qualities of science as research, teaching, and application. Since the librarian's work implies each of these, she argued, it would be safe to conclude that it is a science. Mr. McMillen spoke on "A Glimpse of Some European Libraries" describing some ancient, rare and valuable manuscripts, which he had seen while abroad during the past summer.

The Friday morning and afternoon sessions were held on the beautiful new campus of Louisiana State University. At the morning session a number of brief addresses on school libraries and their importance, and the need for more library training facilities in the Southwest were made.

A paper prepared by Frances O'Connell, Little Rock High School Library, on the status of the library in Southwestern high schools and read by Christine Sanders, of the Free Library Service Bureau, Department of Education, Little Rock, Ark., reported findings in a survey of school libraries in the Southwestern States, the discouraging conditions in which she attacked with courage, making a spirited plea for united sympathetic effort in solving the problems.

Defining the limits of the public library and the schools in providing school library service, was the subject of a paper by Tommie Dora Barker, Carnegie Library School, Atlanta. Miss Barker said in part: "The work of the two institutions is complementary, and there should be mutual recognition of their respective functions, and the fullest co-operation in integrating the activities of the two for the attainment of the ends. There are in practice three forms of organization of school library service in political units maintaining both a public school system and a public library:

school library service given by the school department entirely independent of the public library; school library service given entirely by the public library; and school library service organized and maintained on a basis of co-operation between the public schools and the public library."

Miss Barker's conviction is that either the second or the third method is preferable to the first, and that the third method is better than the second; because book service to schools is the legitimate field of the public library, and should be given preferably on the basis of some co-operative plan with the school department. This plan "connects the child with the agency which he will use for continuing his education after he has completed his formal schooling", she said, and "aids in promoting the acceptance of the idea that the public library is an integral part of public education." Miss Barker then gave some instances in which these ideas were in practical operation, based upon the so-called "Pittsburgh Plan."

Need for more training facilities in the southwest was thoroly discussed by Robert J. Usher, Howard Library, New Orleans, Julia Ideson, Houston Public Library, Mrs. Inez Bishop, Pine Bluff, Arkansas, and the informal discussion following was participated in by Miss Tyler and Mr. Modisette, and others.

Two simultaneous round tables were held during the afternoon on county libraries and adult education, and in the evening a reception was held at the Women's Club House of Baton Rouge, where delightful talks were made by Roark Bradford, the author and Frans Blom, the archaeologist of the Mid-American Research Department of Tulane University. Mr. Blom as director of the Gray Memorial Expedition had just returned from eight months spent in the wilds of Central America, where many remains of the Maya Civilization were discovered.

The A. L. A. Library Extension Committee held an open meeting Saturday morning, and all members of that Committee were present for the entire Southwestern Conference.

The excellent program of the Southwestern meeting, much enjoyed by all in attendance, was largely due to the active chairman of the Program Committee, Essae M. Culver, secretary of the Louisiana Library Commission.

At the business meeting the following officers were elected: President, James A. McMillen, librarian, Louisiana State University, Baton Rouge; secretary, Lucia F. Powell, librarian, Kemp Public Library, Wichita Falls, Texas; treasurer, Christine Sanders, secretary, Free Library Service Bureau, Dept. of Education, Little Rock, Ark.; vice-presidents, Arizona, Mrs. Effie J. Carmichael, librarian, Public

Library, Phoenix; Arkansas, Julia Vaulx, librarian, University of Arkansas, Fayetteville; Louisiana, Mrs. Lois White Henderson, librarian, Shreve Memorial Library, Shreveport; New Mexico, Mrs. T. E. Whitney, librarian, Public Library, Roswell; Oklahoma, Mrs. J. A. Thompson, librarian, Public Library, Chickasha; Texas, Harriet Dickson, children's librarian, Houston Public Library.

Abridged from the report of

VIRGINIA FAIRFAX, *Secretary.*

LOUISIANA LIBRARY ASSOCIATION

THE Louisiana Library Association held a short business meeting during the session of the Southwestern Library Association and elected the following officers for the ensuing year: President, Essae M. Culver, secretary, Louisiana Library Commission, Baton Rouge; vice-presidents, Lucy Foote, Louisiana State University, Baton Rouge, and Esther Finlay Harvey, librarian, Newcomb College, New Orleans; secretary, Mrs. Robert J. Usher, librarian Mid-American Research Dept., Tulane University, New Orleans; treasurer, Virginia Fairfax, New Orleans.

IOWA LIBRARY ASSOCIATION

THE twenty-eighth annual meeting of the Iowa Library Association was held at Marshalltown, October 23-25 with an attendance a little short of that of last year, and with Mary A. Egan, librarian at Clinton, presiding at all sessions excepting one.

At the opening session, after greetings had been exchanged Miss Robinson, secretary of the Iowa Library Commission, reviewed the work of the fifteen years since she came to the Library Commission showing the increase in public libraries from 112 to 165, in Carnegie buildings from 83 to 100 and the reduction of counties without tax supported libraries from fourteen to one. She stated, however, that the recent increase in library beginnings has been in the smaller communities which could be much better served as branches of county libraries, there being twenty-five libraries in towns with less than 1,000 population and eleven in those under 300. Of the twelve libraries becoming tax supported during the past year eight are in towns under 1,000.

Professor Kolb of Wisconsin University considers that 4,000 is the smallest population capable of adequately supporting a library; but one-half of the libraries in Iowa are in towns under that figure and many of them are doing excellent work. The reason is that the per capita tax is more than one dollar. In other towns the maximum of five mills does not bring \$1.00 per capita and the libraries are inadequately supported and less efficient.

While the progress in library extension thru county and smaller units has not been striking there has been an advance in the attitude of both library boards and librarians toward extension and a large desire manifested on the part of the country people for library facilities.

Miss Robinson's report was followed by an address on Negro literature by Professor F. L. Mott of the State University. Professor Mott introduced his talk by an inquiry into the reason for the appeal of the negro spirituals, saying that even without music they had a charm which he showed by reciting "I know the moonlight, I know the starlight" and James Weldon Johnson's "Oh, Black and Unknown Bards." The speaker then reviewed the rise of negro literature in America from Phyllis Wheatley to the Harlem poets of the present time; he spoke of Claude McKay, Langston Hughes and Countee Cullen, indicating the differences in their styles and subjects, and reading from each poet.

An address "Around the World with Friend Shakespeare" was given by Mr. Johnson Brigham, state librarian, after which the Marshalltown Library board served tea, and in the evening Charles J. Finger, the Newberry prize winner in 1925, spoke of his own varied experiences which finally led him to adopting a country residence in Arkansas.

The following morning's session opened with a publicity symposium conducted by Forrest B. Spaulding, librarian of the Des Moines Public Library, which was followed by round tables of trustees, college and reference librarians, large and small libraries, and children's librarians.

The afternoon session was devoted largely to the discussion of county libraries. An address on "The Trend in Community Organization" was given by Professor J. H. Kolb of the University of Wisconsin, who based his talk on the survey of service institutions in a number of Wisconsin counties, fully outlined in a bulletin of the University of Wisconsin, entitled *Service Institutions for Town and Country*. The conclusions reached by Professor Kolb were: "Service of social institutions must be considered on both personal and community relationship, this service and the service areas readjusted under various lines of greatest efficiency and the cost distributed, equalizing the larger and more equitable units." From this he drew the conclusion that the unit for most library work must be the county library. Mr. George B. Phelps, chairman of the Legislative Committee of the Iowa Library Association, then outlined a suggested county library law to be presented to the legislature at its next meeting. This was followed by a brief discussion of both addresses, and the afternoon program closed

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with a discussion of new children's books by Miss Grace Murphy of the Iowa Library Commission.

After dinner W. W. Waymack, associate editor of the *Register and Tribune*, spoke on "My Russian Experiences," and two one-act plays by the Des Moines Community Drama Association followed.

On Thursday morning Miss Agnes Samuelson, state superintendent of public instruction, gave an enlightening address on "The Public School and the Public Library." At the business meeting the County Library Committee was instructed to sell the book wagon and the Library Commission was requested to continue the monthly buying list which has been sent out in connection with the Co-operative Buying Plan whether the co-operative plan was continued or not.

Charles H. Brown, librarian of the State College Library at Ames, was elected president for the coming year; Eva T. Canon, librarian of Council Bluffs and Mildred Pike, librarian of Sioux City, vice-presidents; Grace C. Murphy of the Iowa Library Commission, secretary, and Gypsie Patton, librarian of Newton, registrar.

Abridged from the report of

JULIA A. ROBINSON, *Secretary.*

OHIO LIBRARY ASSOCIATION

THE thirty-fourth annual meeting of the Ohio Library Association was held in Toledo, October 17-19.

At the opening session on Wednesday afternoon, Dr. Henry J. Doerman, president of Toledo University, recorded greetings from Mr. Vitz and gave a most interesting address on the position of the library in present day education. The president of the association, Miss Bessie Sargeant Smith urged the need of definite action on the part of the association this coming year relative to the situation at the Ohio State Library.

The evening program included a message from the president of the American Library Association, Miss Linda A. Eastman, who emphasized the responsibility of members of the Ohio Library Association toward the whole profession, and stated clearly wherein the A. L. A. looks to members of the Ohio Library Association for co-operation and progressive action within its own organization.

Dr. Richard Burton followed in a most stimulating and enlivening address, "In Defense of Poetry," which gave great pleasure, and the Colonial Trio of Toledo added greatly to the pleasure of the evening, which concluded with a reception by the members of the Toledo staff.

On Thursday morning adult education was the subject of the general session. Miss Lucia

H. Sanderson, reader's adviser of the Cleveland Public Library, gave a paper on reading with a purpose and without a purpose. Her fine appreciation of the place of the librarian in relation to the seeking reader, who does not know just what he wants, was presented beautifully and effectively, and all present realized anew the great opportunity and great responsibility of the librarian. Following, Dr. A. Caswell Ellis, director of Cleveland College, discussed entertainingly many wholesome truths on the subject of the great adult educational movement and the librarian's opportunity.

In the afternoon the members as guests of the Toledo Chamber of Commerce visited the branch libraries and the Lucas County Library, and in the evening the Toledo Public Library was again host, when Miss Jessie Welles, assistant librarian, conducted a book meeting and discussed the value of aids to readers and called attention to the publication *Creative Reading*. Mrs. Paul Alexander of Toledo gave briefly a bird's eye view of the new and interesting books of the fall.

Friday morning was devoted to section meetings, and on Friday afternoon Dr. Frank D. Slutz of Dayton, in an illuminating and helpful address on "Everyman's University" gave new characterization of the library in its relation to the great field of education.

The section meetings were under the presidency of the following leaders: Children's Section, Elizabeth Hales of Cleveland Heights; "Recent Books for Boys and Girls," Lesley Newton of Lakewood, head of Children's Department, Lakewood; "The Children's Librarian and the School," Dorothy K. Grout of East Cleveland; and "Books and the Seventh and Eighth Grades," Ruth Hoffman of Youngstown.

A resolution was passed authorizing the President to appoint a committee of three to study and report to the Executive Board on the State Library situation with recommendations as to the necessary steps to restore adequate library service.

Dr. George A. Works, dean of the Graduate Library School of Chicago University, spoke briefly of the distinctive features of the new school and its relation to other library schools.

The hospitality and many courtesies of the Toledo Public Library staff made this meeting, the largest in the history of the association, one of much pleasure and professional help.

The following officers were elected: President, Julian S. Fowler, Oberlin College Library; vice-presidents, Jessie Welles, Toledo; Janet L. Hannaford, Dayton; and Alice K. Bowen, Harding High School Library, Warren; secretary, Gentiliska Winterrowd; treasurer, Edgar W. King, Miami University, Oxford.

EUGENIA W. GLENN, *Secretary*.

BRITISH LIBRARY ASSOCIATION

ENGLISH library periodicals unite in declaring the fifty-first annual conference of the Library Association held at Blackpool from September 24 to 28 a success, the *Librarian and Book World* calling it the most important since the Royal Charter of Incorporation was obtained. Its reasons for this statement are the alteration effected in the constitution of the Association by the adoption of the new by-laws—assuming their approval by the Lords of the Treasury—which provide for a Register of Librarians, stating the terms of qualification for inclusion as a Fellow; the gift from the Carnegie Trustees, making it possible for the Association to extend its activities; and the election of Ernest A. Savage as the new honorary secretary and the appointment of Guy W. Keeling as secretary.

The induction of the president for the ensuing year took place on Tuesday morning. The retiring president is the Earl of Elgin and Kincardine, C.M.G., chairman of the Carnegie United Kingdom Trust. The new president, Dr. A. D. Lindsay, C.B.E., Master of Balliol College, Oxford, delivered an address in the course of which he said, "I sometimes feel that if we could all be restricted to something like the Bible, Shakespeare, Plato's *Republic*, and Kant's *Critique of Pure Reason*, all the rest could be burned"—a statement promptly seized upon by the press. Dr. Lindsay went on to express the hope that the Government would put the financial coping-stone on schemes that are afoot for making public libraries up and down the country one great central library of commanding importance which could make real and effective all co-ordinating schemes. The enormous potential demand of readers for knowledge cannot be left to itself. Captain R. Wright's discussion on "Regional Libraries in England and Wales" in connection with the printed report of the Committee of the County Libraries Section ably supplemented the president's address. Captain Wright, who is the county librarian of Middlesex, emphasized the need of a standard catalog and the collaboration of the postal authorities in the matter of postage and telephone charges.

Simultaneous sessions were held on county libraries in mining areas and the inter-relationship of libraries and museums, and on county library finance and libraries in public and secondary schools. A general session was devoted to "British Commonwealth Library Liaison," during which Mr. Savage read a Memorandum prepared by the Executive Committee of the Council detailing the possibilities of bibliographical co-operation, co-operative cataloging and classifications which might be gained by

such a confederation. A general conference, to be held about once in every five or six years and in such varying localities as Canada, South Africa, India and Great Britain was suggested, and the Library Association *Record* would become the *Library Record* of the British Commonwealth.

J. C. Squire, editor of the *London Mercury*, in an amusing talk on book reviewing, stated his conviction that the reviewer should tell the reader what the book contains and whether it is likely to interest him instead of obtruding

his—the reviewer's—own opinions on the subject mentioned in the book. Quotations are an essential part of a review, he said. He spoke of meeting two men in a tavern, one of whom had written a novel, and the other of whom was reviewing it, both assisted by large tankards of ale. When Mr. Squire saw them they had reached the point where the review said: "It is a simple story, told with a quiet sincerity which—" As neither the reviewers nor Mr. Squire could think of a satisfactory ending, it had to be left out altogether.

AMONG LIBRARIANS

Laura A. Betts, 1926 Pratt, librarian of the Lincoln Heights Branch of the Des Moines Public Library, appointed librarian of Pacific College, Newberg, Ore.

Kathleen Dolan, 1926 Pratt, has been made school librarian of the Sir Adam Beck Collegiate Institute, London, Ontario.

Francis K. W. Drury, assistant librarian of Brown University Library, becomes executive assistant about midwinter to the Board on the Library and Adult Education of the American Library Association, succeeding Luther L. Dickerson, whose appointment to the Librarianship of the Indianapolis Public Library has already been reported.

Mr. Drury is the author of the textbook, *Selection and Acquisition of Books for Libraries*, now in use in a preliminary edition in the library schools, and of several reading lists.

Edna L. Eckert, 1923 Western Reserve, for several years on the branch staff of the Cleveland Public Library, has been appointed librarian of the Franklin Sylvester Public Library, Medina, Ohio, succeeding Katherine E. Wilder, 1925 Western Reserve, who becomes librarian of the new Public Library, Rocky River, Ohio.

Sarah D. M. Fisher, 1925 Wisconsin, is acting head of the loan department, Vancouver Public Library, during the absence of Miss Crompton who has a fellowship in the Graduate Library School, Chicago University.

Myrtle Funkhouser, 1923 Washington, 1928 Michigan, appointed librarian of the new Southern Oregon Normal School at Ashland, Ore.

Rosella Knox, 1925 Washington, has been made head of the Music Division of the Portland Public Library.

Ada McCormick Mosher, 1912 Pratt, has been made chief of the Business and Commerce Division of the Detroit Public Library.

Estelle V. Olsen, 1927 Pratt, in charge of the book wagon and children's work of the

Staten Island Division of the New York Public Library, appointed curator of the Commercial Museums in the High School of Commerce in New York City.

Vernette Sutherland, 1920 Pratt, appointed librarian of the Leonia (N. J.) High School Library.

Mercy Stoner, formerly doing hospital library work with the Public Library, St. Paul, appointed librarian of the Bloomingdale Hospital, White Plains, N. Y.

Marion Stute, 1927 Western Reserve, has been made head cataloger and assistant librarian of the Public Library, Eveleth, Minn.

Nouvert Tashjian, 1908 Western Reserve, head cataloger in the Kansas City Public Library, has resigned to join the staff of the Washington Square Library of New York University.

Elizabeth W. Willingham, 1927 Western Reserve, has resigned as reference assistant in the Richmond, Va., Public Library, to become librarian of the Y.M.C.A. School of Technology, Cleveland.

UNIVERSITY OF WASHINGTON LIBRARY SCHOOL

Recent appointments of the class of 1928 include: Gertrude Putnam, to be librarian of the public library at Bremerton; Alice Predmore, assistant in the Tacoma Public Library; Elizabeth Coale, assistant in the University of Idaho Library bindery and periodical department; Grace Shirk, librarian for the International Fisheries Commission, Seattle; Phyllis Jansen, assistant in the Seattle Public Library; Vida Jones, assistant in the Portland Public Library; Grace Graham, assistant in the high school division of the Vancouver, B. C., Public Library; Elizabeth Strand, assistant in the circulation department of the Portland Public Library.

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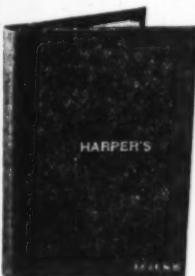
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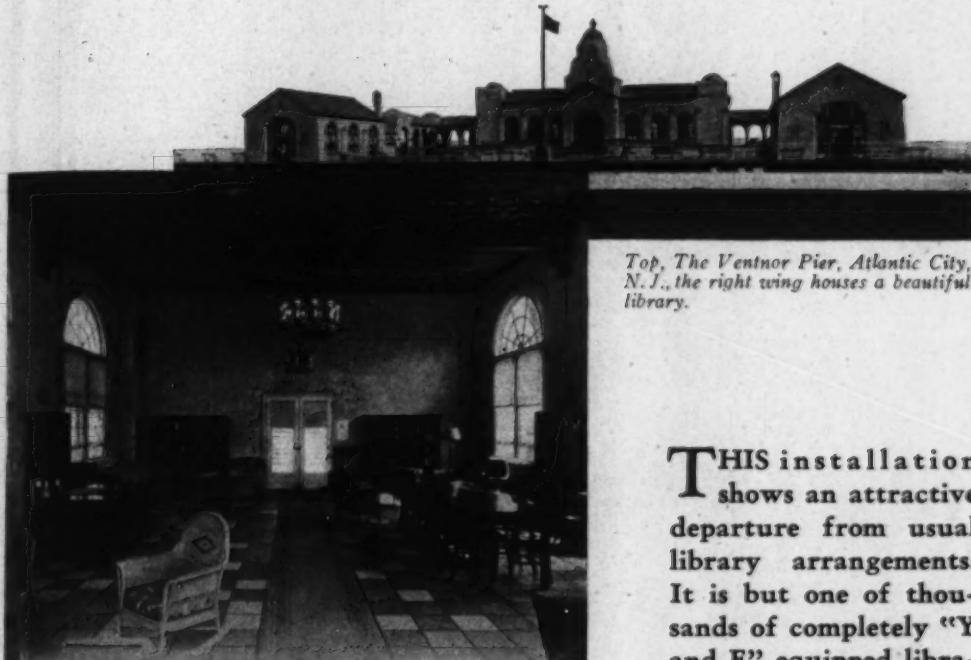
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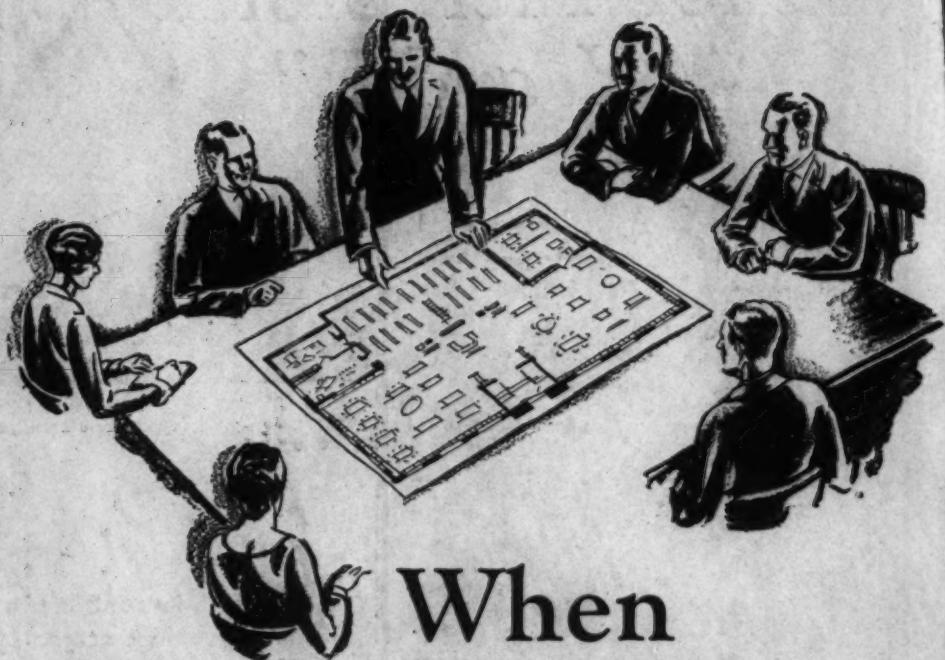
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